DOCUMENT RESUME

ED 053 513 EC 033 016

TITLE	Parent Education: Exceptional Child Bibliography Series.
INSTITUTION	Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Feb 71
NOTE	20p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Annotated Bibliographies, Bibliographies, Child Rearing, *Exceptional Child Education, Gifted, Guides, *Handicapped Children, *Parent Education, *Parent Role

ABSTRACT

One in a series of over 50 similar listings relating to handicapped and gifted children, the annotated bibliography contains 92 references selected from Exceptional Child Education Abstracts written for or about parents of exceptional children. Manuals, guides, presentations of suggested activities and child rearing techniques, and other such informative documents addressed to parents or concerned with the role of parents are included. Bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given for each entry. Author and subject indexes are provided. (KW)

EC033016

ED053513

PARENT EDUCATION

A Selective Bibliography

February 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

EC 033 016E

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Instructional Materials Centers Network for Handicapped Children and Youth (IMCNHCY). In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The abstracts in this bibliography have been retrieved from the computer stored information of the CEC Information Center on Exceptional Children. Abstracts represent the Center's complete holdings on the topic as of the date indicated.

How to Read the Abstract

Each abstract contains three sections---bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

For documents available from their publishers, information on price and address is included in the abstract.

Many documents may be purchased in microfiche (a 4" x 6" microfilm card containing up to 70 pages of information) and/or hard copy (readable size photo reproduced pages) reproduction from the ERIC Document Reproduction Service. For example, "EDRS mf" indicates the document may be purchased in microfiche reproduction and "EDRS mf, hc" indicates the document may be purchased in both microfiche and hard copy reproduction.

To determine purchase price for hard copy multiply the document's number of pages by $ .05, then add $ .10. To determine purchase price for microfiche, use the table below. For example a 44 page document in hard copy would cost $2.30 (44 x $ .05 + $ .10) and in microfiche would cost $ .25.

To order document reproductions, provide the ED number of the desired document, the number of copies being ordered, and the type of reproduction desired (microfiche or hard copy). Payment must accompany orders totaling less than $5. Add a special handling charge of $ .50 to all orders. The ERIC Document Reproduction Service is registered to collect sales taxes. Orders from states which have sales tax laws should include payment of the appropriate tax or tax exemption certificate. A 25 percent service charge, calculated to the nearest cent, must accompany orders from outside the United States, its territories, and possessions.

Orders should be sent to:

ERIC Document Reproduction Service
National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

No. of Pages	Cost of Microfiche	No. of Pages	Cost of Microfiche
1 - 57	$ .25	548 - 617	$2.25
58 - 127	.50	618 - 687	2.50
128 - 197	.75	688 - 757	2.75
198 - 267	1.00	758 - 827	3.00
268 - 337	1.25	828 - 897	3.25
338 - 407	1.50	898 - 967	3.50
408 - 477	1.75	968 - 1037	3.75
478 - 547	2.00		

EC033016

ABSTRACTS

ABSTRACT 10053

EC 01 0053 ED 011 711
Publ. Date 64
Lowenfeld, Berthold
Our Blind Children, Growing and Learning with Them.
EDRS not available

Descriptors: exceptional child education; visually handicapped; family (sociological unit); children; child rearing; social development; blind; parent attitudes; nursery schools; kindergarten; elementary grades; residential schools; instructional materials; adolescents; parent responsibility; student placement; infants; children

Written as an aid to parents, this book presents facts on blindness nd practical information on the rearing of blind children from infancy through adolescence. Information is given about teaching blind children skills and habits related to eating, toilet training, sleeping, dressing, walking, talking, and playing. Schooling and related questions of readiness, placement, and special materials and methods are discussed. Concerns of the blind adolescent are presented. Questions often asked by parents of blind children are answered in a separate chapter. The appendix lists 34 books and pamphlets about children and blind children, three periodicals and seven organizations concerned with the blind, and sources of information about educational facilities for the blind. This book is available from Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, for $7.00. (MY)

ABSTRACT 10076

EC 01 0076 ED 012 528
Publ. Date 64
Smith, Bert Kruger
No Language but a Cry.
EDRS not available

Descriptors: exceptional child education; family (sociological unit); emotionally disturbed; residential centers; special schools; parent role; children; mental health; special classes; therapeutic environment; parent child relationship; rehabilitation; child development; etiology; program descriptions; prevention; medical treatment; special services; hospital schools; day care programs; League School; Sonia Shankman Orthogenic School; Hawthorne Center

Written for parents, this book is intended to provide understanding of the disturbed child. Symptoms of emotional disturbance as they appear from infancy through adolescence are listed and possible causes noted. Parents are told how to obtain professional help and the kinds of service that are available. Educational and treatment aspects of facilities such as special classes, special schools, day centers, foster homes, residential centers, and hospitals are discussed. Programs of three treatment centers, the League School, the Sonia Shankman Orthogenic School, and the Hawthorne Center are described. Recommendations for prevention and treatment are made. This document is available from Beacon Press, Boston, Massachusetts, for $5.00. (MY)

ABSTRACT 10084

EC 01 0084 ED 015 568
Publ. Date 63
Harris, Grace M.
Language for the Preschool Deaf Child.
EDRS not available

Descriptors: exceptional child education; aurally handicapped; language; preschool children; deaf; teaching guides; language development; language instruction; responsibility; learning activities; lesson plans; lipreading; parent child relationship; parent education; parent responsibility; reading readiness; records (forms); sensory experience; nursery schools; auditory training; children; community; speech instruction; adjustment (to environment)

Written for both parents and teachers, this book presents concrete suggestions regarding the adjustment of the deaf child and his family to the community in which they live. Speech, speech reading, auditory training, reading readiness, and other developmental activities are discussed in relation to language development. Fundamental language training and activities for language development are described. There are 115 specific lesson plans covering the above categories. The last section presents information for organizing a nursery school for hearing-impaired children. The physical facilities, staff, equipment, supplies, teaching materials, and record forms are described. A bibliography of 223 references is included. This document was published by Grune and Stratton, 381 Park Avenue South, New York, New York 10016, and is available for $7.25. (EB)

ABSTRACT 10131

EC 01 0131 ED 016 346
Publ. Date 59
Dittmann, Laura L.
The Mentally Retarded Child at Home, a Manual for Parents.
Children's Bur., Welfare Admin., Washington, D. C.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; self care skills; child development; child rearing; early childhood; adolescents; childhood needs; parents; parent role; parent child relationship; education; recreation; recreational activities; skill development; family relationship; health; learning activities; personal adjustment; student adjustment; toys

This manual is devoted chiefly to the management of young retarded children and concentrates on day-to-day activities--physical health, mental health, need for love and affection, sibling understanding, and training in self help and other skills. Early characteristics and needs are discussed. The following skills are treated--feeding, drinking, bathing, walking, behavior, toilet training, dressing, cleanliness and manners, discipline, speech, play, and group experiences. Problems of school entrance and adjustment to adolescence are considered. A list of suggested toys, equipment, and activities for home play is included. This document is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $0.35. (DF)

ABSTRACT 10167

EC 01 0167 ED 018 904
Publ. Date 67
Damon, Alice A. And Others
Feeding the Child with a Handicap.
Children's Bureau, Welfare Administration, Washington, D. C.
EDRS not available

Descriptors: exceptional child education; self care skills; child development; infants; nutrition; nutrition instruction; skills; child care; habit formation; object manipulation; parents; parent education; handicapped children; skill development; handicapped; children; child rearing; parent role

Suggestions on meeting nutritional and feeding skill needs of handicapped children are presented for parents. Principles of growth and development common to all children and the effect this development has on feeding are discussed. Instructions are given for encouraging control of swallowing, sucking, tongue control, chewing, and self-feeding. Drawings illustrate some feeding techniques and adapted spoons and dishes. A guide to meal planning for the average child's nutritional needs is included, and suggestions are given for special diets for the overweight child and the underweight child. A list of 19 additional Children's Bureau pamphlets is provided. This document is available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402, for $0.20. (SB)

ABSTRACT 10193

EC 01 0193 ED 018 909
Publ. Date 68
Heard, J. Norman
Hope through Doing. John Day Books in Special Education Series.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; family (sociological unit); parent responsibility; parent attitudes; parent reaction; parent child relationship; case studies (education); family involvement; family life; family problems; planning; organizations (groups); vocational education;

sheltered workshops; employment opportunities; childhood needs

The author relates how he and his wife learned about mental retardation in each of their three children, how they reacted, and how they tried to cope with the situation. He describes their experiences in attempting to build a future for their children by helping to organize several parent associations, create the first vocational training center in Texas, and develop a botanical garden that might employ handicapped persons. Appendixes suggest how to plan for the future of mentally retarded children and how to help the child at home. Information is included on the National Association for Retarded Children and its member units. An annotated list of 21 suggested readings is provided. This document is available from the John Day Company, New York, New York, for $4.50. (DF)

ABSTRACT 10240

EC 01 0240 ED 018 023
Publ. Date 67
Cruickshank, William M.
The Brain-Injured Child in Home, School, and Community.
EDRS not available

Descriptors: exceptional child education; learning disabilities; teaching methods; instructional materials; educational needs; minimally brain injured; clinical diagnosis; individual characteristics; behavior; special programs; audiovisual instruction; learning activities; parent role; psychotherapy; educational diagnosis; environmental influences; language development; space orientation; medical treatment; etiology; program evaluation

Written for parents, teachers, and others who work daily with brain injured children, the book includes considerations of the symptoms of brain damage, recommendations for diagnostic procedures and personnel, and descriptions of treatment techniques that have proved effective at home and in the classroom. An introduction to the brain injured child is given, and psychological and learning problems are delineated. All the parts of a complete diagnosis are examined. A special education program is described in terms of stimuli control, adjustment to space, and the role of structure. Appropriate teaching materials, visual motor materials and activities, and steps in the development of abstract concepts are discussed. Cited as important to the overall program are motor training, provision of psychotherapy, and language and communication development. Remarks are made concerning the future and planning for the families of such children. Included for each chapter are selected references of interest to parents, another list of references for teachers, and additional readings. The appendix contains descriptions of national, state, and local organizations concerned with brain injured children. This document is available from the Syracuse University Press, Syracuse, New York, for $6.50. (DF)

ABSTRACT 10250

EC 01 0250 ED 018 049
Publ. Date 67
Ellingson, Careth
The Shadow Children, a Book about Children's Learning Disorders.
EDRS not available

Descriptors: exceptional child education; learning disabilities; reading; tests; teaching methods; children; minimally brain injured; case studies (education); reading difficulty; reading failure; behavior; clinical diagnosis; educational objectives; remedial instruction; special programs; neurologically handicapped; dyslexia; perceptually handicapped; family background; intelligence tests; diagnostic tests; directories

Intended for parents and classroom teachers, the book translates the often technical professional literature which already exists concerning children with learning disorders. Dyslexia (the lack of ability or inability to read) is discussed, and two case studies are provided. Minimal brain dysfunction and the range of its terminology and symptoms are also treated. Information on testing and teaching includes checklists and sample visual materials. Also given are a glossary of 24 items, a suggested reading list of 64 items, a list of 27 references, and a 148-page directory (organized by states) of private and public agencies which provide testing, diagnosis, and special education services for children with learning disabilities. For each facility, address, directory, diagnostic facilities, testing facilities, educational facilities, and special requirements are stated. This document is available from Topaz Books, Five North Wabash Avenue, Chicago, Illinois 60602, for $6.50. (DF)

ABSTRACT 10297

EC 01 0297 ED 017 103
Publ. Date 66 113p.
Gordon, Sol; Golub, Risa S.
Recreation and Socialization for the Brain Injured Child.
New Jersey Assn. For Brain Injured Child., East Orange
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; recreation; ophthalmology; parent counseling; recreational programs; children; socialization; minimally brain injured; recreational activities; social recreation programs; games; program administration; perceptual motor coordination; perceptual development; primary grades; guidance; parent attitudes; adolescents; summer programs; day schools; day camp programs; program planning

Designed for parents and specialists planning therapeutically oriented recreational and socialization programs for brain injured children, this document contains 13 chapters by different authors. Activities discussed are generally noncompetitive, emphasizing structure and limit. Discussed are (1) the role of the optometrist with the inadequate learner, (2) organization and administration of recreational programs, (3) activity guides, (4) games and exercises for adolescent boys, (5) recreation and socialization activities for the adolescent girl, (6) instructional swimming programs, (7) a therapeutic recreation program, (8) organization of a summer day camp, (9) an individual and group perceptual motor training program, (10) a day school recreation program, (11) perceptual motor training for early primary grade children, (12) guidance for parents, and (13) parent counseling. Views from parents are reported. A supplement treats preschool perceptual skills and optometric visual care. Concerned organizations, resources, and a 50-item bibliography are provided along with individual bibliographies for some chapters. (JD)

ABSTRACT 10359

EC 01 0359 ED 015 579
Publ. Date 65
Ginglend, David R; Stiles, Winifred E.
Music Activities for Retarded Children, a Handbook for Teachers and Parents.
EDRS not available

Descriptors: exceptional child education; curriculum; mentally handicapped; music; music education; teaching guides; applied music; children; dance; educable mentally handicapped; instructional materials; music activities; singing; trainable mentally handicapped

Designed to assist in the initiation of a developmental beginning music program for mentally retarded or young normal children, this handbook has grouped all songs under 12 themes of importance for children--(1) All About Me, (2) Listen, (3) Ten Little Fingers, (4) I Can--Can You, (5) Holidays Are Happy Days, (6) Things to Learn, (7) Let's Make Music, (8) Now Let's Play, (5) Quiet Time, (10) Let's Pretend, (11) Just for Fun, and (12) Come to the Party. Several simple folk dances are presented. Other musical activities, such as using a record player, autoharp, and percussion instruments, are described. Supplementary materials (books, recordings, and instruments) are listed. This document was published by Abingdon Press, Nashville, Tennessee, and is available for $3.50. (UM)

ABSTRACT 10374

EC 01 0374 ED 015 588
Publ. Date Mar 66 16p.
Gordon, Sol
The Brain Injured Adolescent.
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; family (sociological unit); child rearing; minimally brain injured; adolescents; behavior problems; learning difficulties; manuals; neurologically handicapped; parent child relationship

Written for parents, this booklet describes the brain injured adolescent and the problems and experiences faced by the adolescent and his parents. Eighteen questions asked by parents of these children are discussed. The areas cov-

ered are (1) social experiences, (2) guided independence, (3) social skills, (4) success experiences, (5) leisure time activities, (6) friends, (7) television, (8) driving a car, (9) psychotherapy, (10) sex problems, (11) fantasies, (12) skill development, (13) speech repetitions, (14) sibling problems, (15) school success, (16) reverse psychology, (17) future considerations, and (18) revealing the condition to the child. This document was published by the New Jersey Association for Brain Injured Children, 61 Lincoln Street, East Orange, New Jersey 07017. (RS)

ABSTRACT 10493

EC 01 0493 ED 015 606
Publ. Date 65
The Mentally Retarded Child.
EDRS not available

Descriptors: exceptional child education; family (sociological unit); mentally handicapped; mental retardation; adolescents; adults; anatomy; children; clinical diagnosis; community responsibility; custodial mentally handicapped; educable mentally handicapped; etiology; medical evaluation; medical treatment; parent child relationship; parent counseling; parents; parent reaction; parent responsibility; prevention; trainable mentally handicapped; Levinson Research Foundation

A revision by the Levinson Foundation staff of a book written by Dr. Abraham Levinson in 1952, and written for parents of mentally retarded children, this book reviews typical parental reactions to the birth of a retarded child and offers advice on home care, sibling acceptance, and discipline. Its contents include such matters as historical background, the concept of mental retardation, structure and function of the brain, team approach to diagnosis, early recognition, causes, treatment, prevention, education, community and state responsibility, progress in research, and outlook for the future. The final chapter contains answers to 29 specific questions most often asked by parents. Also included are sources of current annotated listings of schools and institutions and a list of 22 selected readings. This document was published by the John Day Company, 62 West 45th Street, New York, New York 10036, and is available for $4.50. (DF)

ABSTRACT 10508

EC 01 0508 ED N.A.
Publ. Date 61 50p.
De Haan, Robert F.
Guidelines for Parents of Capable Youth.
North Central Association Of Colleges And Secondary Schools, Chicago, Illinois
Carnegie Corporation, New York, New York
EDRS not available
Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611 (Reorder Number 5-44).

Descriptors: exceptional child education; gifted; family (sociological unit); adolescents; parent education; student characteristics; parent school relationship; community resources; special programs; parent student relationship; college preparation; guidance; parent role; child rearing

Directed to parents of gifted teenagers, this publication gives a composite picture of an adolescent and presents giftedness in terms of home, school, parent, and child relationships. The nature of giftedness and of the misconceptions of it are discussed. Cooperation with the school is considered in terms of school relations, identification of talented teenagers, the IQ, and essentials of a school's program for developing talent. The parents' role in helping the adolescent to set up goals and in providing understanding, acceptance, love, affection, encouragement, supervision, and good study arrangements is described. The problem of underachievement is examined. Future planning for the gifted is discussed, including planning a career, college education, preparation for college in high school, procedures for selection of and application to college, the cost of education, and financial aid programs. The use of community resources for the development of talent is mentioned. Case studies of a science service and a children's theater and an annotated reading list of 10 books are provided. (SN)

ABSTRACT 10570

EC 01 0570 ED 022 278
Publ. Date 68 316p.
Carlson, Bernice Wells; Ginglend, David R.
Recreation for Retarded Teenagers and Young Adults.
EDRS not available
Abingdon Press, 201 Eighth Avenue South, Nashville, Tennessee 37202 ($4.95).

Descriptors: exceptional child education; mentally handicapped; recreation; program planning; family (sociological unit); activities; group activities; adolescents; young adults; music; games; recreational programs; hobbies; handicrafts; community involvement; social development

Intended for recreational leaders, classroom teachers, volunteers, and parents, the text presents guidelines for planning and conducting activities for mentally retarded youth and young adults. Consideration of understanding the maturing retardate and his social needs includes different kinds of beneficial social experiences, the maturing retardate, establishing purposes and goals for organized recreation, and areas of development. Discussion of an organized program treats the roles of director, parents, and volunteers; the program structure; and flexibility and growth. Also presented are the following: group activities such as music, games, and parties; special interests in sports, handicraft, nature and hobbies, and homemaking hobbies; and family centered activities in the community and at home. Supplementary materials listed are 17 periodical articles, 55 books and pamphlets, and 15 sources of continuing information (DF)

ABSTRACT 10727

EC 01 0727 ED N.A.
Publ. Date 67 23p.
Learning Disabilities Due to Minimal Brain Dysfunction; Hope through Research, Health Information Series Number 140.
National Institute Of Neurological Diseases And Blindness, Bethesda, Maryland
EDRS not available
PHS-PUB-1646
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (1967-0-262-721, $0.20).

Descriptors: exceptional child services; learning disabilities; identification; educational needs; etiology; incidence; minimally brain injured; clinical diagnosis; teaching methods; family problems; language handicaps; recreational activities; behavior problems; medical treatment; research projects; organizations (groups); parent attitudes; educational diagnosis; self care skills; child rearing

The pamphlet considers characteristics of children with learning disabilities due to minimal brain dysfunction (MBD); different terms in this disability; problems in the future of these children; incidence; medical, behavioral, and educational symptoms; causes and prevention of MBD; and medical and educational diagnosis. Approaches to helping these children which are described include achieving maximum physical health and providing special teaching and living methods. Family plans outlined concern dressing, eating, room furnishings, games and play, speech and language, trips, and parental attitudes. Research in learning disabilities, and groups and agencies concerned with the minimally brain injured are discussed. (RP)

ABSTRACT 10752

EC 01 0752 ED N.A.
Publ. Date 68 25p.
Hello World.
President's Committee On Mental Retardation, Washington, D. C.
EDRS not available
The President's Committee On Mental Retardation, Washington, D. C. 20201.

Descriptors: exceptional child education; mentally handicapped; disadvantaged youth; educable mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; mongolism; prevention; etiology; parent education; volunteers; careers; public support

Meant to further an understanding of the mentally retarded, the pamphlet presents examples of retardation caused by poverty and by inborn defect and considers the care and training of the severely and profoundly retarded and the prevention of mental retardation. Also consi-

dered are advice to parents, the need for volunteers, careers in working with the retarded, and areas in which concerned citizens may help. (LE)

ABSTRACT 10759

EC 01 0759 ED 023 200
Publ. Date 67 190p.
French, Edward L.; Scott, J. Clifford
How You Can Help Your Retarded Child; A Manual for Parents.
EDRS not available
J. B. Lippincott Company, East Washington Square, Philadelphia, Pennsylvania 19105 ($3.95).
Revision Of The Book Originally Published As Child In The Shadows.

Descriptors: exceptional child education; mentally handicapped; family (sociological unit); child development; parent attitudes; parent child relationship; parent role; parent reaction; etiology; individual characteristics; child rearing; self care skills; emotional development; intellectual development

Directed to parents of mentally retarded children, the manual describes the problem of retardation that these parents must face and their reactions to it. Mental retardation is explained, and both emotional and social maturity are discussed. The necessity of choosing a life plan for the retarded child and factors involved in the decision are considered, as are current trends in the field of mental retardation. A question and answer section and a 27-item annotated bibliography are provided. (SN)

ABSTRACT 10809

EC 01 0809 ED 025 877
Publ. Date 68 281p.
Love, Harold D., Ed.
Mental Retardation; A Basic Guide.
EDRS not available
McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704.

Descriptors: exceptional child education; mentally handicapped; state programs; identification; community responsibility; etiology; mental retardation; parent attitudes; special classes; recreation; physical education; preventive medicine; emotional adjustment; teachers; voluntary agencies; psychomotor skills; teaching methods; research reviews (publications)

Designed as a guideline for parents and teachers, the book includes material prepared by the author as well as papers by others. Advice to parents and the emotional reactions and adjustment of parents are described. A historical survey of mental retardation is presented as are causes of retardation and current research in the field. The following are also discussed: community and state responsibility for the retarded; education, recreation, and physical education; and methods for the prevention and treatment of mental retardation. A 120-item selected bibliography is included. (RP)

ABSTRACT 10873

EC 01 0873 ED 012 122
Publ. Date 64
Ayrault, Evelyn West
You Can Raise Your Handicapped Child.
EDRS not available
G. P. Putnam's Sons, New York, New York 10016 ($5.95).

Descriptors: exceptional child education; family (sociological unit); handicapped children; child rearing; parents; psychological evaluation; mental retardation; behavior; parent attitudes; recreation; case studies (education); physically handicapped; mentally handicapped; behavior problems; directories; state programs; instructional materials; guides

Designed as a guide for parents of handicapped children, this book provides information on types of handicaps and the aims and techniques of treatment, therapy, and education. Specific recommendations to help parents raise a handicapped child are discussed. Behavior problems, parent attitudes, daily problems, and recreation are examined in detail and illustrated by case studies. Included are charts listing each state's provisions for special education, vocational rehabilitation, state care, and state aid. Addresses are given for national and state agencies serving handicapped children. (MY)

ABSTRACT 10990

EC 01 0990 ED N.A.
Publ. Date 67 278p.
Wilson, Dorothy Clarke
Handicap Race; The Inspiring Story of Roger Arnett.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($5.95).

Descriptore: exceptional child education; physically handicapped; achievement; family (sociological unit); academic achievement; productive living; amputees; orthpedically handicapped; rehabilitation; farmers; clergymen; senior citizens; family involvement; family relationship; adopted children; nursing homes; national organizations; employment; biographies; employer attitudes

Roger Arnett was a college student and record-breaking track runner in 1931 when an automobile accident paralyzed the lower part of his body. His biography describes how, with the help of family and friends and great determination, he overcame his despair and learned to live a full life from his wheelchair. His life with his wife, a childhood polio victim, and their three adopted children is presented; his accomplishments are described including completing college, working at various jobs, growing and developing several new prize winning strains of gladioli, and becoming a minister to the physically disabled whom he visited in hospitals and nursing homes. Physical troubles such as many infections and ailments resulting from his paralysis, causing a leg amputation, and seriously threatening his health and life are discussed. His national achievements include getting Congress to establish a National Employ the Handicapped Week and actively promoting the American Federation of the Physically Handicapped. (LE)

ABSTRACT 11064

EC 01 1064 ED N.A.
Publ. Date 62 111p.
Irwin, Ruth Beckey
A Speech Pathologist Talks to Parents and Teachers; For Teacher and Parent Education in Speech and Related Problems.
EDRS not available
Stanwix House, Inc., 3020 Chartiers Avenue, Pittsburgh, Pennsylvania.

Descriptors: exceptional child education; speech handicapped; child development; speech therapy; hard of hearing; articulation; cleft palate; speech evaluation; retarded speech development; cerebral palsy; stuttering; speech patology; speech skills; speech handicaps; speech improvement; reading difficulty; emotional adjustment; social adjustment; personality

Designed for parents, teachers, and speech clinicians, the book discusses speech disorders. Voice quality, pitch, volume rate, pronunciation, and articulation are defined; and the physical development of spech, first vocal response, and speech stimulation are considered. Specific speech disorders treated are delayed speech, articulation, stuttering symptoms, children with cerebral palsy, and children with cleft palate speech. Related problems detailed include hearing, reading problems, and personality and educational, emotional, and social adjustment. Projects and references are listed throughout. Appendixes include a 27-item bibliography, testing materials, exercises for use in practice of voice and articulation, original playlets for parent-teacher groups, suggested programs for parents and teachers, case studies, and a list of five national agencies. (SN)

ABSTRACT 11247

EC 01 1247 ED N.A.
Publ. Date 68 272p.
Hart, Jane; Jones, Beverly
Where's Hannah; A Handbook for Parents and Teachers of Children with Learning Disorders.
EDRS not available
Hart Publishing Company, Inc., 510 6th Avenue, New York, New York 10009 ($8.50).

Descriptors: exceptional child education; learning disabilities; teaching methods; behavior problems; behavior change; case studies (education); minimally brain injured; parent participation; etiology; clinical diagnosis; testing; psychomotor scills; perceptual motor learning; space orientation; child development; learning characteristics; individual characteristics; perceptually handicapped; learning activities; self concept; Movigenics

The story of a mother and a teacher relates the experiences of Hannah, a brain-injured, 11 1/2 year-old girl. The history of her characteristics, development, and training is interlaced with explanations of her behavior, of the characteristics of other children with learning disorders, and of training objectives based on the Movigenic theory of Ray H. Barsch which stresses acquisition of position in space. Activities are described for structuring the environment to control stress factors of space, time, language, and task multiplicity and level. Also described are the developmental process, testing and evaluation, teaching methods, behavior management, building self concept, and causes of brain injury. The role of the parent in helping the child and a schedule of lessons for one week are included. Also included are a chart of experiences from infancy to 8 years and a list of 15 national organizations which aid handicapped children. (LE)

ABSTRACT 11262

EC 01 1262 ED N.A.
Publ. Date 64 229p.
Seagoe, May V.
Yesterday Was Tuesday, All Day and All Night; The Story of a Unique Education.
EDRS not available
Little, Brown And Company, 34 Beacon Street, Boston, Massachusetts 02106 ($5.00).

Descriptors: exceptional child education; mentally handicapped; child development; teaching methods; family (sociological unit); mongolism; biographies; self actualization; self expression; language ability; childhood; early childhood; adult development; young adults; institutionalized (persons); tutoring; fathers; family attitudes; family life; achievement; case studies (education)

The story of a mongoloid's life is presented (1916-63) as seen through his diary and through his teachers' accounts. The child's family, his first attempts at reading and writing in a formal education setting, and his travels are described. Entries from his diary and comments inserted by May Seagoe illustrate the effect of his father's death and treat a period of drifting after which he was placed in a large eastern private school for the mentally retarded. The diary ends in 1959, but letters show his reactions to residential placement over a 4-year period until his death at age 47 in 1963. In an epilogue, the author considers a number of questions related to mongolism. (DF)

ABSTRACT 11284

EC 01 1284 ED 021 379
Publ. Date 25 Apr 66 192p.
Egg, Maria
Educating the Child Who Is Different.
EDRS not available
The John Day Company, Inc., 62 West 45th Street, New York, New York 10036 ($4.50).

Descriptors: exceptional child education; mentally handicapped; curriculum; family (sociological unit); parent counseling; parent attitudes; parent teacher cooperation; day schools; residential schools; placement; teaching methods; student characteristics; art; music; mathematics; language arts; religious education

Intended for both parents and teachers, the book discusses the education of mentally retarded children. Part 1 considers the relationship of the teacher to the retarded child and his family, how educators can help parents, the importance of cooperation between parents and teachers, characteristics of moderately retarded children, and the question of placement in residential or day schools. Part 2, after discussing whether the school should educate or train, how the children are to be taught, and what they should learn, deals with the following curriculum areas: play, music and rhythm, drawing and painting, manual arts, number concepts and calculating, reading, and writing. Special attention is given to the wisdom of teaching academic skills, the learning environment, and religious education. (DF)

ABSTRACT 11371

EC 01 1371 ED N.A.
Publ. Date Nov 67 6p.
Harris, Grace; Weber, Larry
Babies with Hearing Losses.
Society For Crippled Children And Adults, Manitoba, Winnipeg, Canada, Pre-School Services For The Deaf;
Hearing And Speech Institute, Hamilton, Ontario, Canada
EDRS not available
Volta Review; V69 N9 P604-9 Nov 1967

Descriptors: exceptional child education; aurally handicapped; infants; identification; parent involvement; teaching methods; auditory training; hearing aids; language development; oral communication; preschool children; deaf; hard of hearing; parent education

Early diagnosis of hearing handicaps in infants and some conditions causing deafness are considered; the specialist team approach is suggested for multiply handicapped children. Treatment of babies with hearing losses as soon as the presence of the impairment is established is discussed; methods by which parents can help develop language skills by providing the verbal and contact experiences include talking and singing to the baby; rocking him; looking at pictures with him; playing games; and using blocks, cars, and toys. Providing the infant with a hearing aid fitted by a qualified audiologist is recommended to maintain awareness of sounds. Other suggestions for parents are to try to develop all of the child's senses, cooperate with professionals, maintain reasonable expectations, and avoid overcompensation. (CH)

ABSTRACT 11380

EC 01 1380 ED N.A.
Publ. Date 67 37p.
Pennington, R. Corbin; James, Elizabeth
The Stuttering Child--In the School and in the Home.
EDRS not available
Interstate Printers & Publishers, Inc., Danville, Illinois 61832 ($0.60).

Descriptors: exceptional child education; speech handicapped; speech therapy; stuttering; speech improvement; speech habits; individual characteristics; etiology; teacher role; parent participation; intelligence; heredity; adjustment (to environment)

Directed to the classroom teacher and the parent, the pamphlet describes stuttering as a problem in fluency, provides a definition, explains the European term, stammering, and discusses primary and secondary stuttering. The following aspects are also reviewed: the lack of an organic cause for stuttering, and the relationship of stuttering to intelligence, heredity, imitation, and personality. The development of stuttering is outlined; 17 suggestions are made for helping the primary stutterer and 10 for helping the secondary stutterer. Thirteen common techniques which are believed to be of no value are listed. (JD)

ABSTRACT 11384

EC 01 1384 ED N.A.
Publ. Date 11 Oct 68 175p.
Smith, Bert Kruger
Your Nonlearning Child: His World of Upside Down.
EDRS not available
Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 ($4.95).

Descriptors: exceptional child services; perception; learning disabilities; educational needs; minimally brain injured; dyslexia; aphasia; neurologically handicapped; clinical diagnosis; clinics; self concept; case studies (education); family problems; educational programs; educational planning; child rearing; special schools; educational legislation; student teacher relationship; parent child relationship

Directed to teachers, volunteers, and parents working with the unlearning child, the text describes the child with specific learning disabilities in terms of perception, thought development, language, and symptoms. The damaged child's view of himself as a failure is discussed; case histories are provided; causes stated; and parent and teacher views of the child are presented. Guidelines for parents are provided which describe a study period, discipline, and independence training; guidelines for teachers describe sources of help including the Houston Speech and Hearing Center, the Institute for Language Disorders in Evanston, Illinois, the Pathway School in Morristown, Pennsylvania, and the Menninger Foundation in Topeka, Kansas. The responsibility for these children is examined in light of legislative programs, recommendations from Associations for Children with Learning Disabilities, the Bureau of Education for the Handicapped, current

research, and activities and information sources. (LE)

ABSTRACT 11385

EC 01 1385 ED N.A.
Publ. Date 66 33p.
Helsel, Elsie D., Ed.; Graham, Earl C., Ed.
Tomorrow is Today; Planning Ahead for Long Term Care, Legally--Financially.
United Cerebral Palsy Associations, Inc., New York, New York
EDRS not available
United Cerebral Palsy Associations, Inc., 321 West 44th Street, New York, New York 10036 ($0.10).

Descriptors: exceptional child services; physically handicapped; neurologically handicapped; cerebral palsy; family problems; financial support; residential care; social welfare; insurance programs; personal care homes; health insurance

Intended for parents planning for the needs of children with cerebral palsy, the pamphlet discusses starting to plan for the future, including evaluation, information sources, and follow through and followup. Also considered are where to live and what to do and how to pay for care (the following are mentioned: Social Security, disability benefits, aid to the permanently and totally disabled,, veterans' benefits, insurance, and trusts). Means of providing protective supervision are reviewed as are the need for and function of a protective service and the importance of the parents' legal wills. Appended are a list of 42 references and definitions of 33 terms. (LE)

ABSTRACT 11513

EC 01 1513 ED 029 411
Publ. Date 08 Mar 69 39p.
Gordon, Sol
Facts About Sex for Exceptional Youth.
EDRS not available
New Jersey Association For Brain Injured Children, 61 Lincoln Street, East Orange, New Jersey 07017 ($2.95).

Descriptors: exceptional child education; sex education; sex (characteristics); handicapped children; physical characteristics; sex differences; contraception; instructional materials; parent role; human body; health education; adolescents

Designed for handicapped adolescents and young adults and for their parents, the book discusses sex using frank vocabulary and illustrations. Suggestions are made for parents on providing sex education, the objectives of the book are stated, and an introduction for youth is provided. Topics covered are sexual intercourse, male and female development, the development of the fetus, love, sex before marriage, sex problems, and the prevention of pregnancy. Different words used in connection with sex are mentioned. Twenty-nine references are cited. (LE)

ABSTRACT 11526

EC 01 1526 ED 029 428
Publ. Date Jan 69 401p.
DesLauriers, Austin M.; Carlson, Carole F.
Your Child is Asleep: Early Infantile Autism. The Dorsey Series in Psychology.
EDRS not available
The Dorsey Press, Inc., 1818 Ridge Road, Homewood, Illinois 60430 ($10.60).

Descriptors: exceptional child research; reinforcement; autism; case studies (education); parent role; identification; testing; neurological organization; parent child relationship; therapeutic environment; language development; withdrawal tendencies (psychology); communication problems; positive reinforcement; operant conditioning; clinical diagnosis; child development

Focusing on the education of the autistic child as an awakening process, the book discusses the role of meaningful human communication and reports a research program which applied a therapeutic educational technique. The development of language in children, the diagnosis of an autistic child, autistic behavior and sensory and emotional deprivation, and etiological considerations in sensory deprivation and early infantile autism are discussed. Treatment techniques are described and involve the following considerations: developmental arrest, family role of maintaining a climate of high affective arousal, the clinical setting, the role of the therapist, and the operant conditioning approach. Case studies of five autistic children are reported from the beginning of treatment to school placement and/or followup; also reported are family relationships and changes, testing of autistic children, and implications of results for other childhood deviations. An appendix lists statistical data for the five children on the Vineland and Fels Behavior Scales. (RJ)

ABSTRACT 11592

EC 01 1592 ED N.A.
Publ. Date 11 Oct 67 273p.
Beck, Joan
How to Raise a Brighter Child; The Case for Early Learning.
EDRS not available
Trident Press, Rockefeller Center, 630 Fifth Avenue, New York, New York 10020 ($5.95).

Descriptors: early childhood education; learning; environmental influences; teaching methods; infants; preschool children; child rearing; intellectual development; parent role; intelligence; reading; creativity; health; prenatal influences; injuries; infectious diseases; gifted; Montessori

The case is made for early learning, and suggestions are presented to assist parents in providing stimulating care and environment for their preschool children. Research evidence is frequently cited. The parent is described as the child's first teacher; why the parent can raise a brighter child and how the home atmosphere can foster intelligence are discussed. Methods are detailed for children from birth to 18 months, 18 months to 3 years and 3 to 6 years. Further areas considered include reading for the preschooler, creativity, Montessori techniques, safe guarding the child's brain, and prenatal care. Finally, the joys of having a bright child are detailed. (LE)

ABSTRACT 11696

EC 01 1696 ED 030 251
Publ. Date 69 170p.
Attwell, Arthur A.; Clabby, D. Ann
The Retarded Child: Answers to Questions Parents Ask.
EDRS not available
The Eire Press, P. O. Box 3242, Burbank, California 91504 ($3.95).

Descriptors: exceptional child education; mentally handicapped; child rearing; etiology; clinical diagnosis; intelligence quotient; family relationship; speech; parent associations; sex education; education programs; individual development; sheltered workshops; institutional facilities

Specific questions that parents ask and answers to them are presented on the following areas of mental retardation: categories and terminology; causes; diagnosis and referral; mental age and IQ; problems and adjustment in family relationships; behavior of the retarded child; speech; schooling; parent organizations; sex education; institutionalization; and vocational planning. A glossary of terms and a subject index are also provided. (RD)

ABSTRACT 11891

EC 01 1891 ED N.A.
Publ. Date 67 82p.
Hayes, Dorothy M.
Please Talk with Me; How to Teach Your Child to Communicate. A Guide for the Parents of Young Deaf Children.
Wisconsin Department Of Public Instruction, Madison, Bureau For Handicapped Children
EDRS not available
Bureau For Handicapped Children, State Department Of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702.

Descriptors: exceptional child education; aurally handicapped; teaching methods; parent role; auditory training; lipreading; pictorial stimuli; speech therapy; educational games; listening habits; hearing aids; deaf

Designed for the parents of young deaf children, the pamphlet provides suggestions for teaching communication skills. A recommendation for a complete physical and hearing examination is followed by a discussion of teaching through meaningful repetition and creative repetition. Instructions are given for use of the hand as a communication clue and for aspects of auditory training including conditioning to sound, hearing aids, listening and general and specific lipreading. Helping the child learn to talk

is also discussed. Appendixes include a list of frequently used expressions helpful for repetition, suggestions for planning the creative repetition of 10 words, expressions helpful for specific words, and criteria for pictures to be used in teaching. (RJ)

ABSTRACT 11901

EC 01 1901 ED N.A.
Publ. Date 66 34p.
Sayre, Joan M.
Helping the Child to Listen and Talk; Suggestions for Parents and Teachers.
Miami University, Coral Gables, Florida
EDRS not available
The Interstate Printers & Publishers, Inc., 19 North Jackson Street, Danville, Illinois ($0.40).

Descriptors: exceptional child education; speech handicapped; aurally handicapped; teaching methods; speech therapy; identification

Suggestions and illustrations are presented for parents and teachers of children with speech and hearing problems. Descriptions of speech problems are given and suggestions are made for the development of good speech. Things not to do are also considered. Clues are listed which may indicate a hearing problem; recommendations for teaching the hearing impaired child and activities for home and school are provided. An appendix includes games to improve listening. (RJ)

ABSTRACT 11935

EC 01 1935 ED N.A.
Publ. Date 67 28p.
Bienvenu, Millard, Sr.
Helping the Slow Learner. Public Affairs Pamphlet No. 405.
Public Affairs Committee, New York, New York
EDRS not available
Public Affairs Pamphlets, 381 Park Avenue South, New York, New York 10016 ($0.25).

Descriptors: exceptional child education; slow learners; identification; educational needs; learning characteristics; family relationship; educational planning; parent attitudes; teacher attitudes

The characteristics, limitations, and potential of slow learners, and guidance information for parents and teachers are given. The slow learner is differentiated from the mental retardate and the pseudo slow learner and information on school programs is presented. Stress is given to positive parent attitudes with ideas for successful adjustment and management. (MS)

ABSTRACT 11977

EC 01 1977 ED 031 009
Publ. Date 68 117p.
Everitt, Clarence J.
The Mentally Retarded Child.
EDRS not available
Naylor Company, 1015 Culebra Avenue, San Antonio, Texas 78301 ($7.95).

Descriptors: exceptional child education; mentally handicapped; parent education; family problems; individual characteristics; parent counseling; academic achievement; educable mentally handicapped; trainable mentally handicapped; psychological evaluation; interdisciplinary approach; educational programs; parent attitudes

Written for parents of retarded children, the text discusses the acceptance of mental retardation and considers differences in retarded children. Facts and fictions about retardation, and the search for understanding are treated; also treated are the team which serves the retarded child, psychological evaluation, and children with learning problems. Charts of potential academic achievement and a form for an opinion survey on retardation are provided. (JD)

ABSTRACT 12030

EC 01 2030 ED N.A.
Publ. Date 61 133p.
Palmer, Charles E.
Speech and Hearing Problems: A Guide for Teachers and Parents.
EDRS not available
Charles C Thomas, Publisher, 301-327 E. Lawrence Avenue, Springfield, Illinois 72703 ($5.50).

Descriptors: exceptional child education; speech handicapped; aurally handicapped; language development; speech therapists; teaching methods; parent role; articulation (speech); stuttering; hard of hearing; deaf; voice disorders; identification; audition (physiology); speech therapy

Addressed to parents and teachers not trained in special education, the text answers questions about speech and hearing problems and offers suggestions on how to help the child with such problems. Speech problems considered are articulation, stuttering and nonfluency, and voice problems; the normal acquisition of speech is also described. Hearing problems are discussed in terms of the ear and its functions, deafness, and hearing impairment. (GD)

ABSTRACT 20050

EC 02 0050 ED N.A.
Publ. Date (65) 24p.
Golick, Margaret
A Parents' Guide to Learning Problems.
Quebec Association For Children With Learning Disabilities, Canada
EDRS not available
Quebec Association For Children With Learning Disabilities, P. O. Box 22, Cote Street, Luc Postal Station, Montreal 29, P. Q. ($0.50).

Descriptors: exceptional child education; learning disabilities; parent role; parent participation; perceptual motor coordination; visual perception; auditory perception; teaching methods; home economics; games; learning activities

Addressed to parents of children with learning disabilities, the guide defines problems interfering with learning, including problems of body awareness, visual motor coordination, visual perception, listening, sensory integration, sequence, rhythm, concepts, memory, and general knowledge. The learning process is described and suggestions are made for how the parents can help in the kitchen and elsewhere in the home to remedy deficits in the areas discussed. (GD)

ABSTRACT 20239

EC 02 0239 ED N.A.
Publ. Date (65) 30p.
A Guide for Parents of a Preschool Blind Child.
New York State Department Of Social Welfare, New York, Commission For The Blind
EDRS not available
New York State Department Of Social Welfare, Commission For The Blind, 270 Broadway, New York, New York 10007.

Descriptors: exceptional child education; visually handicapped; preschool children; parent role; individual needs; child rearing

Primarily pictorial and directed to parents of the preschool blind child, the booklet reviews what every child needs in order to grow and defines areas in which the blind child needs special help. Also provided are suggestions in the areas discussed, information on school placement, and lists of 12 references. (JB)

ABSTRACT 20419

EC 02 0419 ED N.A.
Publ. Date 66 146p.
McCurdy, Harold Grier, Ed.; Follett, Helen, Ed.
Barbara; The Unconscious Autobiography of a Child Genius.
EDRS not available
University Of North Carolina Press, Chapel Hill, North Carolina 27514.

Descriptors: gifted; creativity; biographies; composition (literary); creative writing; imagination; family relationship; authors; literature

This case study consists of an autobiography of a child genius, Barbara Newhall Follett, (1914 to 1939), through her writings and through a biography (background information on her home and the circumstances of her education) provided by her author mother, Helen Thomas Follett. Barbara's genius was never tested or educated formally but is accepted through her literary talent. The writings (from ages 4 to 25) include selections from her first book, published at 13 years of age, prose and poetry (fact, fiction, and fantasy), as well as selected personal correspondence. The autobiographical and biographical materials are closely interwoven and paralleled so that the reader is allowed to compare the development, at any point of time, of Barbara's outer life while experiencing the expressions of her innermost life. (EM)

ABSTRACT 20464

EC 02 0464 ED N.A.
Publ. Date 65 32p.

Pennington, R. Corbin; James, Elizabeth
For the Parents of a Child Whose Speech is Delayed.
EDRS not available
The Interstate Printers & Publishers, Danville, Illinois 61832.

Descriptors: exceptional child education; speech handicapped; family influence; speech therapy; family attitudes; family relationship; training techniques; speech improvement; verbal communication; imitation; readiness; etiology; retarded speech development; speech instruction

Written for the parents of a child with delayed speech, the booklet explains and describes speech in the home, how speech is learned, and the beginning of sounds and words. The responsibilities and the opportunities parents have for encouraging the speech growth of their children are discussed. Delayed speech is defined and nine causes are mentioned: low intelligence, brain damage, hearing loss, illness, poor speech in the home, accidents or shock, no need for speech, conflict in the home, and poor teaching. Suggestions for preparing the child for speech are given; speech readiness is explained; 18 suggestions of what parents can do for 4 and 5 year old children with retarded speech are listed, and 10 publications for parents are cited. (GD)

ABSTRACT 20478

EC 02 0478 ED N.A.
Publ. Date 69 66p.
Valette, Robert E.
Modifying Children's Behavior; A Guide for Parents and Professionals.
EDRS not available
Fearon Publishers, 2165 Park Boulevard, Palo Alto, California 94306.

Descriptors: exceptional child education; behavior; child development; reinforcement; child rearing; parent counseling; behavioral counseling; parent child relationship; environmental influences; adjustment (to environment); behavior change; parent education; parent role

Designed to aid parents in helping their handicapped children, the text presents information on behavior and behavior modification. Nine major areas of parental concern are divided into 28 lessons and 158 problems for use in self-instruction, parent counseling, parent education, or teacher inservice training. The areas included are how behavior develops, parental needs and demands, establishing behavioral objectives, how parents can teach desirable behavior, how undesirable behavior is learned, getting ready to change behavior, systems for reinforcing desirable behavior, managing behavior problems, and the happy family. Appendixes list 13 books and 12 audiovisual materials, and present four forms for parent use. (LE)

ABSTRACT 20479

EC 02 0479 ED N.A.
Publ. Date 67 32p.
Around the Clock Aids for the Child with Muscular Dystrophy.
Muscular Dystrophy Associations Of America, Inc., New York, New York
EDRS not available
Muscular Dystrophy Associations Of America, Inc., 1790 Broadway, New York, New York 10019.

Descriptors: exceptional child services; physically handicapped; self care skills; child care; object manipulation; individual needs; emotional adjustment; parent role; Muscular Dystrophy

The illustrated handbook for parents describes procedures and simple devices for child or parent to use in meeting the child's daily self care needs. Procedures to help the child with muscular dystrophy throughout the day include awakening, sitting up, getting out of bed by use of board, transfer to wheel chair with help or with the mechanical lift; to the bathroom, bathroom seating, washing and grooming, brushing teeth and combing hair; putting on trousers, putting on shirt; sitting at table, using pillows, slings, eating; the emotional picture, recreation, picking up objects, travel, curbs and cars; getting ready for bed, removing shirt, removing trousers, into the bath, getting into bed; and changing positions with help, sleep care and aids for sleep comfort. (LE)

ABSTRACT 20483

EC 02 0483 ED N.A.
Publ. Date 67 29p.
Timberg, Eleanor Ernst, Comp.; Gorham, Kathryn Aring, Comp.
Selected Reading Suggestions for Parents of Mentally Retarded Children.
Social And Rehabilitation Service (DHEW), Washington, D. C., Children's Bureau
EDRS not available
U. S. Department Of Health, Education, And Welfare, Social And Rehabilitation Service, Children's Bureau, Washington D. C. 20201.

Descriptors: exceptional child services; mentally handicapped; mental retardation; annotated bibliographies; family environment; child development; biographies; multiply handicapped; recreational activities; young adults; adolescents; directories; insurance programs

An annotated bibliography for parents of the retarded includes the more easily available and recent books and pamphlets, as those which will be found in local libraries. The areas covered are the problem of mental retardation; associated handicapping conditions; personal accounts by parents and others; managing the retarded child at home; music, art, play, and recreation; education and training of the school aged child; teenagers, adolescents, and young adults; growth and development; guardianship; directories; and periodicals. Other sources of assistance are noted. (LE)

ABSTRACT 20503

EC 02 0503 ED N.A.
Publ. Date Aug 69 21p.
Carson, Ruth
Asthma--How to Live with It.
Public Affairs Committee, Inc., New York, New York
EDRS not available
NPAP-437
Public Affairs Committee, 318 Park Avenue South, New York, New York 10016 ($0.25).

Descriptors: exceptional child services; asthma; allergy; special health problems; emotional development; parent role; medical evaluation; medical treatment; incidence; psychosomatic diseases; psychophysiology

The booklet summarizes currect knowledge about asthma and offers some guidance on the treatment and prevention of attacks. Also included are suggestions for positive action for parents of asthmatic children. Discussions deal with the nature of asthma, causes, detection of the cause, methods of treatment, psychological aspects in coping with the disease, the parental role, prevention, and a brief summary of results in research. (KN)

ABSTRACT 20527

EC 02 0527 ED N.A.
Publ. Date 67 31p.
The Brain-Injured Child.
New York Association For Brain-Injured Children, New York
EDRS not available
New York Association For Brain-Injured Children, 305 Broadway, New York, New York 10007 ($0.50).

Descriptors: exceptional child services; neurologically handicapped; minimally brain injured; behavior problems; etiology; identification; parent child relationship; parent role; educational planning; social workers

Articles on brain injury concern the definition, diagnosis, causes, and treatment of brain injury; the brain injured child; a parent's view of the child with brain damage; new approaches in special education of the brain injured child; home training; and the brain injured child as a challenge to social workers. (LE)

ABSTRACT 20567

EC 02 0567 ED N.A.
Publ. Date 63 28p.
Hill, Margaret
The Retarded Child Gets Ready for School.
Public Affairs Committee, Inc., New York, New York
EDRS not available
Public Affairs Pamphlets, 381 Park Avenue South, New York, New York 10016 ($0.25).

Descriptors: exceptional child education; mentally handicapped; learning; educational needs; educable mentally handicapped; learning readiness; preschool children; home instruction; learning characteristics; preschool programs; self care skills; parent child relationship; instructional materials; teaching methods

Addressed to parents, the pamphlet explains the meaning of IQ, degrees and

classifications of retardation, the nature of education, differences in learning processes of normal and retarded children, and public education for the retarded. Also considered are reasons why retarded children fail in regular classes and aspects of learning readiness including self care and living activities and motor and intellectual skills. The development of a sense of humor is discussed as are school for the preschooler, the family relationship, the nature of learning, and the means of breaking a skill into steps. (LE)

ABSTRACT 20609

EC 02 0609 ED N.A.
Publ. Date 64 155p.
Egg, Maria
When a Child is Different; A Basic Guide for Parents and Friends of Mentally Retarded Children.
EDRS not available
John Day Company, Inc., 62 West 45th Street, New York, New York 10036 ($3.75).

Descriptors: exceptional child education; mentally handicapped; parent attitudes; family influence; self care skills; eating habits; speech skills; training techniques; interpersonal competence; social integration; child rearing; parent role; parent child relationship; social development; teaching methods

The author describes the various emotions which many parents of retarded children experience as they discover and try to accept their child's condition. Suggestions are provided for improving the retarded child's interaction and acceptance in relationships with parents, sisters, brothers, relatives, neighbors, and strangers. Specific guidelines are presented for parents in the benefits and instruction of good habits and general training to facilitate the improvement of the child's overall behavior and social ability. Techniques for parental training include the ability areas of walking, speech, eating, drinking, table manners, undressing and dressing, cleanliness, and toilet training. Services to assist parents are also suggested. (RD)

ABSTRACT 20610

EC 02 0610 ED N.A.
Publ. Date 50 62p.
Buck, Pearl S.
The Child Who Never Grew.
EDRS not available
John Day Company, Inc., 62 West 45th Street, New York, New York 10036.

Descriptors: exceptional child education; mentally handicapped; parent attitudes; parent child relationship; family problems; parent counseling; parent influence; family role; mental retardation; individual needs; parent responsibility; parent reaction; residential care

The author relates her personal experience of having a retarded child, describing the moments of joyful anticipation at birth, the slow realization of abnormality, the desperate and fruitless search for cures, the despair and pain of final acceptance, and the strength of love to enable the child and family to adjust. The author gives advice on residential care and educational services, and discusses sources of sorrow and comfort for the parents of retarded children. (RD)

ABSTRACT 20750

EC 02 0750 ED N.A.
Publ. Date 64 296p.
Durr, William K.
The Gifted Student.
EDRS not available
Oxford University Press, 200 Madison Avenue, New York, New York 10016.

Descriptors: exceptional child education; gifted; superior students; talented students; identification; student characteristics; learning characteristics; ability grouping; ability identification; acceleration; enrichment; enrichment activities; creativity; motivation; guidance; administration; administrative organization; teacher role; parent role; community role

Emphasis is placed on specific suggestions for educational techniques and school programs for the gifted. Written for teachers at all levels, administrators, guidance workers, and parents, the text defines the problem of education for the gifted, along with methods of identification and specific characteristics of these children. Instructions for planning and administering a program are offered, and examples of representative school programs are described. The following three types of administrative grouping are explained: ability grouping, acceleration, and enrichment. A variety of suggestions for enrichment in the areas of science, mathematics, language arts, and social studies are presented. Photographs from various school systems illustrate activities for gifted; methods for motivating the gifted child and for providing for various types of guidance are discussed. Exploration of creativity in gifted students and suggestions for its cultivation are described. The roles of the teacher, parents, and the community are covered and attention is given to their influence in the educational attainment of gifted children. (DS)

ABSTRACT 20767

EC 02 0767 ED N.A.
Publ. Date 67 192p.
Murray, Dorothy Garst
This is Stevie's Story.
EDRS not available
Abingdon Press, 55 East 55th Street, New York, New York 10022

Descriptors: exceptional child services; mentally handicapped; family problems; parent child relationship; biographies; parent counseling; adjustment problems; public opinion; institutionalized (persons); individual development; emotional adjustment

The story describes Stevie's life with his family until placement in a state institution for the mentally retarded at age 7, and discusses problems of obtaining a diagnosis of his condition, parental understanding and acceptance of the diagnosis, planning for Stevie, and public understanding of mental retardation. An epilogue briefly reviews Stevie's progress in the institution and his return home at age 20, and the expansion of facilities and programs for the mentally retarded. State associations for retarded children are listed. (LE)

ABSTRACT 20804

EC 02 0804 ED N.A.
Publ. Date 61 125p.
Molloy, Julia S.
Teaching the Retarded Child to Talk; A Guide for Parents and Teachers.
EDRS not available
The John Day Company, 62 West 45th Street, New York, New York 10036 ($3.50).

Descriptors: exceptional child education; mentally handicapped; preschool children; speech instruction; speech handicapped; speech improvement; home instruction; parent role; retarded speech development; language development; teaching methods; instructional materials; listening skills; social development; Mongolism

The guide for parents and teachers of young retarded children with speech problems presents the causes of speech difficulty and descriptions of the normal pattern of speech learning. Specific steps of instruction are provided including mouth exercises, listening skills, and vocabulary guidelines. The appendix lists recommended materials. (RD)

ABSTRACT 20864

EC 02 0864 ED 028 561
Publ. Date 68 146p.
Larsen, Lawrence A.; Bricker, William A.
A Manual for Parents and Teachers of Severely and Moderately Retarded Children. IMRID Papers and Reports, Volume V, Number 22.
Institute On Mental Retardation And Intellectual Development, Nashville, Tennessee
EDRS mf,hc
IMRID, Box 163, George Peabody College, Nashville, Tennessee 37203 ($0.50).

Descriptors: exceptional child education; mentally handicapped; behavior change; teaching methods; self care skills; instructional materials; learning; operant conditioning; reinforcement; pretesting; post testing; behavior rating scales; rewards; positive reinforcement; negative reinforcement; self reward; verbal operant conditioning; task analysis; visually handicapped; aurally handicapped; custodial mentally handicapped; trainable mentally handicapped

Designed for both parents and teachers, the handbook presents methods for educating the moderately and severely retarded child. Those methods include measuring progress, rewarding and punishing, ways of using rewards and punishers, ways of giving positive reinforcers and punishers, withholding reinforcers (extinction), letting the child reward himself, spacing giving reinforcers, shaping behavior in small steps, using

signals, and building control. Twenty-three activities are next presented, each with a task definition, pretest, and suggested education program. These activities include sitting quietly; building puzzles; coloring; playing with toys, balls, and wagons; toilet training; eating correctly; putting on a pullover shirt, pants, and socks; buttoning buttons; tying shoe laces; brushing teeth; washing; imitating movements, mouth movements, sounds, and words; understanding words and the names of colors; naming objects, actions, and colors; and talking in sentences. Appendixes include materials needed for the activities, suggested reinforcers, sample forms for pre- and post-test, glossary, and applications to blind and deaf children. (LE)

ABSTRACT 20871

EC 02 0871 ED 028 567
Publ. Date 69 413p.
Kvaraceus, William C.; Hayes, E. Nelson
If Your Child Is Handicapped.
EDRS not available
Porter Sargent, Publisher, 11 Beacon Street, Boston, Massachusetts 02108 ($7.95).

Descriptors: exceptional child services; handicapped children; family problems; physically handicapped; parent attitudes; orthopedically handicapped; cerebral palsy; epilepsy; special health problems; mentally handicapped; emotionally disturbed; aurally handicapped; visually handicapped; diseases; parent reaction; emotional adjustment; medical treatment; educational programs; child rearing

Intended for parents of handicapped children and the specialists who work with them, this collection includes highly personal accounts of the experience of having a handicapped child. Included are 11 accounts by parents of the cerebral palsied and orthopedically handicapped, eight by parents of the mentally retarded, nine by parents of the deaf, six by parents of the emotionally disturbed, and seven by parents of children with special health problems. (JD)

ABSTRACT 20902

EC 02 0902 ED 024 161
Publ. Date 67 253p.
Fine, Benjamin
Underachievers, How They Can Be Helped.
EDRS not available
E. P. Dutton & Company, Inc., 201 Park Avenue South, New York, New York 10003 ($4.95).

Descriptors: exceptional child education; achievement; adjustment (to environment); family (sociological unit); environmental influences; low achievement factors; behavior; underachievers; special programs; behavior patterns; parent child relationship; parent attitudes; parent role; instructional materials; student teacher relationship; etiology; self concept; educational methods; Sands Point Country Day School

Addressed to parents and teachers, the book considers the problem of underachievers. After a review of the problem, tests, and what they show, overinvolved and involved parents, self esteem and self image, and childhood rebellion are treated. Also considered are the following: the wrong school and wrong teacher, reading instruction, the disadvantaged child, what Washington is doing to help, and the isolated instances of physical cause. Programs in the schools of Port Chester, New York, in the communities of Winnetka and Glencoe, Illinois, and at Sands Point, New York (where the author is headmaster) are explained; the role of educational publishers and of media products and programed materials is considered; and the social and educational climate of our times is discussed. A 112-item bibliography, anecdotes, and references to research studies are provided. (JD)

ABSTRACT 20968

EC 02 0968 ED 033 508
Publ. Date 69 53p.
Sklar, Maurice
How Children Learn to Speak.
EDRS not available
Western Psychological Services, Editorial Department, Box 775, Beverly Hills, California 90213 ($3.25).

Descriptors: exceptional child education; language development; retarded speech development; preschool children; parent role; etiology; environmental influences; language handicapped; teaching methods; speech handicapped; verbal development; behavior patterns

Directed both to parents and to professionals, the manual explains factors involved in normal and abnormal language development. Language disorders are discussed, and methods and sources of help are described. (JD)

ABSTRACT 21017

EC 02 1017 ED N.A.
Publ. Date 64 18p.
Swinyard, Chester A.
The Child with Spina Bifida.
New York University, New York, Institute Of Physical Medicine And Rehabilitation
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS not available
Association For The Aid Of Crippled Children, 345 East 46th Street, New York, New York 10017.

Descriptors: exceptional child services; physically handicapped; parent education; medical treatment; etiology; physical therapy; self care skills; medical evaluation; health; Spina Bifida

Designed to aid parents of children with spina bifida in adjustment and understanding of the condition, the booklet presents information on causes and aids. Included are discussions of the definition of the condition, the problems involved, early treatment, bowel and bladder management, physical therapy, etiology, and sources of help. The pamphlet is couched in nontechnical language and has several informative diagrams. (JM)

ABSTRACT 21173

EC 02 1173 ED N.A.
Publ. Date 65 373p.
Spock, Benjamin; Lerrigo, Marion O.
Caring for Your Disabled Child.
EDRS not available
Crowell Collier And Macmillan, Inc., 866 Third Avenue, New York, New York 10022 ($4.95).

Descriptors: handicapped children; physically handicapped; parent child relationship; parent role; rehabilitation; medical services; educational needs; employment opportunities; recreational activities; social adjustment; sex education; self care skills; prostheses; family problems; educational programs

Written basically for parents of handicapped children, the book offers suggestions for care, advice on behavior, and discusses the needs of both parent and child. Some areas of concern are understanding of parent and child problems in daily family living, the relationship and search for medical care, hospitalization and therapy, parental emotions concerning the child's education, educational needs and facilities, and problems in actual school situations. Information is also presented on possible employment, parental influence in choosing a vocation, attainment of goals, suggestions for recreation and play activities, and sexual and social development problems from childhood through adulthood. Also discussed are problems in home management, some self help aids, and suggestions for the easier management of braces, wheelchairs, crutches, artificial limbs, and elimination processes. Suggested readings and a list of helpful agencies are provided. (JM)

ABSTRACT 21210

EC 02 1210 ED N.A.
Publ. Date 69 120p.
Kronic, Doreen
They Too Can Succeed: A Practical Guide for Parents of Learning-Disabled Children.
EDRS not available
Academic Therapy Publications, 1539 Fourth Street, San Rafael, California 94901 ($3.75).

Descriptors: exceptional child education; learning disabilities; parent education; interpersonal competence; parent child relationship; child rearing; parent attitudes; learning activities

Written for parents of children with learning disabilities, the text offers practical hints for the solution of recurring education, physical, and social problems. Discussion is presented on a definition of learning disability, parental attitudes, social interaction and training, sibling relationships, parent-child communication, responsibility with pets, residential schools, goal setting, and recreational camp choice. Other areas of concern are hope for parents and hints for daily living detailing hints on structure and dressing, distractibility, body concept, body orientation, gross and fine motor control, tactual perception, visual motor skill, visual perception and dis-

crimination, visual dissociation and sequential memory, auditory perception and discrimination, rhythm and auditory sequential memory, discrimination of size and quantity, concept of time, vocabulary, concept formation, and family activities. (JM)

ABSTRACT 21472

EC 02 1472 ED 034 350
Publ. Date 68 76p.
Battin, R. Ray; Haug, C. Olaf
Speech and Language Delay; A Home Training Program.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.50).

Descriptors: exceptional child education; language handicapped; speech handicapped; teaching methods; motivation; auditory training; parent participation; home programs; memory; visualization; aurally handicapped; language development; retarded speech development; parent role; speech therapy

Designed by the authors as an aid to parents of children with speech and language delay, the book includes information on how language and speech develop, discipline training for children with a speech delay, suggestions for an educational program, methods of stimulation and motivation, training the ear, and auditory and visual memory. Also discussed are the problems of the hearing impaired child and the parent as a teacher. A bibliography, appendixes of children's books, records, organizations, and directories, journals, and magazines are presented. (JM)

ABSTRACT 21523

EC 02 1523 ED N.A.
Publ. Date 52 240p.
Viscardi, Henry, Jr.
A Man's Stature.
EDRS not available
John Day Company, Inc., 62 West 45th Street, New York, New York 10036.

Descriptors: physically handicapped; autobiographies; rehabilitation; medical treatment; physical therapy; family background; adjustment (to environment); rehabilitation counseling; vocational rehabilitation; employment opportunities; employer attitudes; discriminatory attitudes (social)

The personal story of Henry Viscardi, a man born with deformed and stunted legs, unfolds through his early operations, life in the hospital, at home, and at college, and his progress in walking with orthopedic shoes, his fitting with artificial legs, and his efforts in assisting other physically disabled people. From his first hand knowledge of the problems faced by the disabled he encouraged amputees, men crippled during World War II, and others to fight for their self respect and for productive lives. His role in encouraging the armed forces to provide better rehabilitation services and his business ventures, including the establishment of an organization to place the physically handicapped in jobs matched to their abilities, are related. (RJ)

ABSTRACT 21525

EC 02 1525 ED N.A.
Publ. Date 60 148p.
Lewis, Richard S. And Others
The Other Child; The Brain-Injured Child.
EDRS not available
Grune And Stratton, Inc., 381 Park Avenue South, New York, New York 10016.

Descriptors: exceptional child education; learning disabilities; minimally brain injured; perception; cognitive processes; language development; behavior; parent child relationship; educational needs; parent education

Written for both parents and professional workers, the text in nontechnical language defines and discusses the brain injured child. Areas of concern are perception, conception, language, behavior, management at home, and education in the school. Each section describes situations and suggests solutions for remediation of problems. (JM)

ABSTRACT 21655

EC 02 1655 ED N.A.
Publ. Date 64 283p.
Bergler, Edmund
Parents Not Guilty of Their Children's Neuroses.
EDRS not available
Liveright Publishing Corporation, 386 Park Avenue South, New York, New York 10016 ($6.95).

Descriptors: neurosis; parent responsibility; parent role; parent child relationship; parent counseling; psychotherapy; neurotic children; child rearing; fear; child development; maladjustment; case studies; anxiety; psychological characteristics; psychological patterns; emotionally disturbed; hostility; marital instability; sexuality

Parent fears of making mistakes in child rearing and the unjustness of these fears are explored, and the infant is discussed in terms of inborn problems and reality as the baby sees it. The role of the child's unconscious in accepting parental teaching, the power and limits of love and understanding as the approach to child rearing, and the differences between mental health and neurosis are considered. Twenty cases are examined for signs of parent influence in the development of neurosis. Parent expectations and the real child and the neurotic child's way of solving inner conflict are discussed, and parental guilt and fear of children are described. (RJ)

ABSTRACT 21739

EC 02 1739 ED 035 118
Publ. Date 68 164p.
Kirk, Samuel A. And Others
You and Your Retarded Child.
EDRS not available
Pacific Books, Publishers, P. O. Box 558, Palo Alto, California 94302 ($1.50).

Descriptors: exceptional child services; mentally handicapped; parent counseling; parent participation; mental retardation; child development; parent child relationship; behavior problems; community programs; language development; behavior development; social development; self care skills; child rearing; residential care

The book offers advice to parents of retarded children in recognizing and facing inherent problems and provides insight into their own emotional needs and those of their child. Levels of retardation are described and assistance given to aid parents in determining how retarded their child is and whether to send the child to a residential school or keep him at home. Specific suggestions are made for helping the child to help himself, to become more independent, to play, to talk, to gain acceptance, and to control his behavior. A total program for the retarded in the community is discussed. (LE)

ABSTRACT 21908

EC 02 1908 ED N.A.
Publ. Date 69 12p.
Flowers, Ann M.
Helping the Child with a Learning Disability; Suggestions for Parents.
EDRS not available
Interstate Printers And Publishers, Inc., 19-27 North Jackson Street, Danville, Illinois 61832 ($0.30).

Descriptors: exceptional child education; learning disabilities; parent role; parent participation; learning activities

Written for parents of children with learning disabilities, the booklet provides information on the nature of learning and suggests activities that parents may use to help children become more aware of their environments and to stimulate their learning. (MS)

ABSTRACT 21940

EC 02 1940 ED 036 919
Publ. Date 69 102p.
Craft, Michael
Speech Delay: Its Treatment by Speech Play.
EDRS not available
Williams And Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($5.50).

Descriptors: exceptional child education; retarded speech development; parent participation; language development; handicapped children; physically handicapped; emotionally disturbed; aurally handicapped; minimally brain injured; stuttering; mentally handicapped; mongolism; deaf; teaching methods; twins; multiply handicapped; speech therapy; self care skills; special schools; professional personnel

Directed to parents, the text discusses normal and delayed speech development and considers the causes of delay. Suggestions are given for helping deaf, emotionally disturbed, brain damaged, and physically handicapped children. Additional suggestions are provided for

parents of twins, of stutterers, and of mongoloid or multiply handicapped children. Directions are given for teaching the right words and for handling difficult ones. Speech play at school and special, self care, speech situations are described; the art of conversation and the parents' relationship with professionals are discussed. Appendixes list a suggested first 50-word vocabulary, speech exercises, and materials and equipment. (JD)

ABSTRACT 21982

EC 02 1982 ED 036 960
Publ. Date 69 43p.
Pattullo, Ann
Puberty in the Girl Who is Retarded.
National Association For Retarded Children, New York, New York
EDRS mf,hc
National Association For Retarded Children, 420 Lexington Avenue, New York, New York 10017 ($1.00).

Descriptors: exceptional child education; mentally handicapped; sex education; females; parent education; contraception; sexuality; ethical instruction; self care skills; hygiene; adolscence; social development; dating (social); marriage; educable mentally handicapped

Designed to help mothers of mentally retarded girls deal with the problems and concerns of puberty, the booklet provides information on physical and emotional changes, menstruation, masturbation, heterosexual behavior, contraception, protection against sexual aggression, the possibilities of marriage, and additional sources of information. Instruction in menstrual hygiene is presented with diagrams illustrating correct methods of self care during menstruation. Simplified definitions of words for sexual organs and functions are listed. (RD)

ABSTRACT 22141

EC 02 2141 ED N.A.
Publ. Date Feb 69 248p.
Lukens, Kathleen; Panter, Carol
Thursday's Child Has Far to Go.
EDRS not available
Prentice-Hall, Inc., Publishers, Engelwood Cliffs, New Jersey 07632 ($5.95).

Descriptors: physically handicapped; special health problems; aphasia; diabetes; mongolism; family relationship; family attitudes

Written in narrative form, the text contains four studies of handicapped children and the problems they and their families must face. The conditions discussed are aphasia, diabetes, mongolism, and osteogenesis imperfecta congenita. Emphasis is placed on the process of adjustment. (JM)

ABSTRACT 22157

EC 02 2157 ED N.A.
Publ. Date May 70 7p.
Williams, Pat
The Fears We Face.
EDRS not available
Volta Review; V72 N5 P303-9 May 1970

Descriptors: exceptional child services; aurally handicapped; parent education; parent child relationship; parent attitudes; emotional problems; personal adjustment

The article articulates the uncertainties and fears of parents with aurally handicapped children. Discussed are the adjustment problems, the need to treat the child normally, discipline problems, public embarrassment, fears for the child's safety, and also the hopeful moments that are experienced with accomplishments. (JM)

ABSTRACT 22198

EC 02 2198 ED 037 850
Publ. Date Jan 70 167p.
Love, Harold D.
Parental Attitudes toward Exceptional Children.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($9.50).

Descriptors: exceptional child education; handicapped children; gifted; parent attitudes; parent counseling; parent education; mentally handicapped; physically handicapped; emotionally disturbed; aurally handicapped; visually handicapped; special health problems; psychological characteristics; incidence

Written to aid the professional in understanding parental attitudes toward their exceptional children in counseling, the text could also be used by parents to better understand their children. Described are types of exceptionalities, incidence, psychological assessment and evaluation, and the intelligence range from mentally handicapped to the gifted. Discussions concern various parental reactions to their handicapped child, research on these attitudes toward mentally handicapped children, advice to parents, and parental attitudes toward the physically handicapped child, the gifted, the blind, the deaf, the emotionally disturbed, and those children with special health problems. Also analyzed are the psychological problems of parents with blind or deaf children. (JM)

ABSTRACT 22218

EC 02 2218 ED 037 870
Publ. Date 69 128p.
Egg, Maria
The Different Child Grows Up.
EDRS not available
John Day Company, Inc., 62 West 45th Street, New York, New York 10036.

Descriptors: exceptional child education; mentally handicapped; parent education; young adults; adolescence; sex education; marriage; travel training; emotional adjustment; leisure time; vocational development; family relationship; incidence

Designed for parents and friends of the mentally handicapped, the text deals with the periods of youth, adolescence, and adulthood. Areas discussed are attitudes toward handicapped children, incidence, growth, puberty, sex education, marriage, travel training, emotional maturity, and the role of the institution. Also of concern are the problems of the handicapped adult, vocational training, sheltered workshops, leisure time activities, and problems inherent in old age. The text is written in easily understood, nontechnical language. (JM)

ABSTRACT 22230

EC 02 2230 ED 037 882
Publ. Date 70 224p.
Finnie, Nancie R.
Handling the Young Cerebral Palsied Child at Home.
EDRS not available
E. P. Dutton And Company, Inc., 201 Park Avenue South, New York, New York 10003 ($6.95).

Descriptors: exceptional child services; cerebral palsy; parent education; physical development; child care; motor development; parent role; physical activities; physically handicapped

Written primarily for parents of cerebral palsied children, the text discusses and illustrates methods for handling the child in daily activities. Introduced with a questionnaire concerning developmental stages and activity levels, the manual describes the most common difficulties of the spastic, athetoid, ataxic, or flaccid child. Drawings and explanations included concern general advice, the development of movement, carrying, bathing, toilet training, dressing, feeding, transporting devices, sleeping, play, and linking play with everyday activities. Also provided are lists for additional reading, terminology, and suppliers of accessories and equipment. (JM)

ABSTRACT 22252

EC 02 2252 ED N.A.
Publ. Date 70 24p.
Murphy, John F.
Listening, Language, and Learning Disabilities: A Guide for Parents and Teachers.
EDRS not available
Educators Publishing Service, Inc., 75 Moulton Street, Cambridge, Massachusetts 02138 ($2.00).

Descriptors: learning disabilities; parent participation; language development; self concept

Written for parents and teachers, the text attempts to provide an understanding of learning disabilities. Factors which constitute a learning disability and possible causes of the problem are listed. The importance of a positive approach is stated, and suggestions are made regarding the development of listening abilities, speech and language development, and the fostering of a positive self image. Charts are included to help provide a record of the child's achievement and success. (RJ)

ABSTRACT 22461

EC 02 2461 ED N.A.
Publ. Date 70 6p.
Underwood, Rosemary; Kronick, Doreen
From Nightmare to Laughter.
EDRS not available

Academic Therapy Quarterly; V5 N3 P229-34 Spr 1970

Descriptors: exceptional child education; emotionally disturbed; minimally brain injured; learning disabilities; parent reaction; educational problems

Briefly described is the history of a child with minimal brain dysfunction. His mother tells of preschool hyperactivity, his failing early school years, her search for a professional diagnosis which was quite delayed, the methods that appeared to aid his adjustment, and his eventual adjustment to his individual lifestyle. (JM)

ABSTRACT 22469

EC 02 2469 ED N.A.
Publ. Date 70 86p.
Semple, Jean E.
Hearing-Impaired Preschool Child.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.75).

Descriptors: exceptional child education; aurally handicapped; parent education; hearing aids; language development; speech improvement; discipline; auditory training

Written for parents, the book explores child rearing problems which might be encountered by parents of young hearing impaired children. Information is presented in areas where conventional child rearing philosophy must be modified: parental attitudes, communication, discipline, and toilet training. Function and care of hearing aids are explained. Normal speech and language development is interpreted in relation to the hearing impaired child. The latter half of the book contains a series of lesson plans which progress from gross to fine sound discrimination. Emphasis is first on building vocabulary and language concepts, followed by training in speech sounds. Appendixes include reference and teaching materials. Of particular interest is a program outline for auditory training, which suggests possible teaching units. (JB)

ABSTRACT 22470

EC 02 2470 ED N.A.
Publ. Date 66 133p.
Myklebust, Helmer R.
Your Deaf Child: A Guide for Parents.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($4.50).

Descriptors: aurally handicapped; parent education; child rearing; parent child relationship; parent attitudes; self care skills; childhood needs; communication skills; expectation; services

Written for parents, the book explores problems which are faced in rearing deaf and hard-of-hearing children. General orientation material includes a definition and history of deafness and sound, and function of the ear, with special application to children. Causes and types of deafness are explained, as are possible attitudes toward the deaf. Discussion of the deaf child covers his needs (family, success, independence, etc.); learning to care for himself; learning to communicate (speech, hearing aid, speech reading, auditory training, etc.); and what parents may expect from their child in terms of personality, school achievement, earning a living, etc. A final chapter is devoted to sources of help for parents, lists of organizations and schools for the deaf and hard-of-hearing, and reading materials. (JB)

ABSTRACT 22543

EC 02 2543 ED 038 813
Publ. Date 69 49p.
Learning to Talk: Speech, Hearing, and Language Problems in the Pre-School Child.
National Institutes Of Health, Bethesda, Maryland
EDRS mf
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.45).

Descriptors: exceptional child education; language development; speech handicapped; language handicapped; aurally handicapped; preschool children; parent role; audition (physiology); speech skills; hearing loss

Addressed to parents, the guide considers children with communication disorders. Information provided covers the nature of such disorders, the function of sound in talking, and the development of speech through the first 7 years of childhood. Factors that may be involved if the child has trouble learning to speak are explained, including hearing, speech, and language handicaps. The parent's role is defined, and books and services are reviewed. (JD)

ABSTRACT 22608

EC 02 2608 ED N.A.
Publ. Date 60 142p.
Spencer, Marietta B.
Blind Children in Family and Community.
EDRS not available
University Of Minnesota Press, 2037 University Avenue S. E., Minneapolis, Minnesota 55414 ($4.25).

Descriptors: exceptional child education; visually handicapped; blind; preschool children; child development; adjustment (to environment); childhood needs; child rearing

Picture stories show everyday activities of preschool blind children in home and community and provide suggestions for achieving normal growth and good social adjustment. Photographs are of children blind from birth or soon after. Written commentary provides explanation and relates principles of child welfare. (MS)

ABSTRACT 22672

EC 02 2672 ED N.A.
Publ. Date 70 20p.
Bryant, John E.
Helping Your Child Speak Correctly.
Public Affairs Pamphlet No. 445.
EDRS not available
Public Affairs Pamphlets, 381 Park Avenue South, New York, New York 10016 ($0.25).

Descriptors: exceptional child education; speech handicapped; parent education; speech improvement; language development; clinical diagnosis; parent role

A simplified developmental approach to speech disorders is presented. Normal speech development is described followed by listed methods by which parents might encourage it, such as through vocabulary and specific speech sound development. Motivational devices are included and causes of speech problems are reviewed. Instructions are given to parents for determining the need for and the competency of professional assistance. The importance of proper parental attitude toward speech defective children is emphasized. (JB)

ABSTRACT 22734

EC 02 2734 ED 039 676
Publ. Date 69 47p.
Brinning, Dorothy And Others
Perceptual Motor Activities in the Home.
A. Harry Moore Laboratory School, Jersey City, New Jersey
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; perceptual motor coordination; perceptually handicapped; learning activities; parent participation; learning disabilities; teaching methods; curriculum guides; psychomotor skills; perception; motor development

Designed for parents, the guide offers instructions for home activities to supplement the school program for children with perceptual motor disturbances. An individual program sheet is provided; behavioral characteristics and the child's need for structure are explained. Activities detailed include motor planning, body image, fine motor development, and visual, tactile, and auditory perception. Lists present community resources, suggested reading, and sources of toys and games. Finger plays and other activities are appended. (JD)

ABSTRACT 22751

EC 02 2751 ED 039 693
Publ. Date Apr 70 22p.
Wepman, Joseph M.
To Be or Not To Be An Anxious Mother.
National Laboratory On Early Childhood Education;
Chicago University, Illinois, Chicago Early Education Research Center
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-3-7-070706-3118
Speech Given Before The North Shore Mental Health Association And Irene

Josselyn Clinic (Chicago, Illinois, October 29, 1969).

Descriptors: exceptional child education; handicapped children; learning difficulties; parent reaction; parent attitudes; learning readiness; educational needs; cognitive development; speech improvement; emotionally disturbed; perceptual motor learning; educational diagnosis

Presented is an informal speech addressed to parents of exceptional children. Discussed is the fact that terminology for slow learners and learning disabilities has changed through the past 20 years and that many labels may be more harmful to the child than the actual disability. In an attempt to be reassuring, it is stated that in many cases, speech, motor, and cognitive difficulties clear up in the development process if merely left to work themselves out at the child's own pace. Several individual cases are described. (JM)

ABSTRACT 22839

EC 02 2839 ED N.A.
Publ. Date 63 25p.
Home Care of the Child with Rheumatic Fever: A Guide for Parents.
EDRS not available
American Heart Association, 44 East 23rd Street, New York, New York 10010.

Descriptors: special health problems; homebound children; child care; parent role; nursing; rheumatic fever

The booklet gives parents practical suggestions on how to care for a child convalescing from rheumatic fever at home. Topics include the child as a patient, arranging the child's room, home nursing care, clothing, meal preparation, a daily schedule, equipment needed, and improvising equipment. Five suggested readings are listed. (LE)

ABSTRACT 22841

EC 02 2841 ED N.A.
Publ. Date 70 184p.
Giangreco, C. Joseph; Giangreco, Marianne Ranson
The Education of the Hearing Impaired.
EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($10.50).

Descriptors: exceptional child education; aurally handicapped; historical review; educational planning; social problems; personal growth; preschool programs; parent counseling; psychological needs; educational methods

Personal, social, and educational problems related to children and youth who have serious deficiencies of hearing are the topics of this book, written for the student in training as well as for the handicapped person, his parents, school and community. A brief historical background of the deaf is included followed by discussions of preschool considerations, educating youth, post-school thoughts, spreading knowledge to the parents and the public, psychological aspects and professional hints. Suggestions for teachers, parents and professionals, based on the authors' twenty years of actual experiences and procedures are included. (GD)

ABSTRACT 22920

EC 02 2920 ED N.A.
Publ. Date (68) 23p.
Hanvik, Leo J.; Hanson, Harold B.
The Child with a Possible Organic Brain Disorder.
Washburn Memorial Clinic, Minneapolis
EDRS not available
Washburn Memorial Clinic, 3225 Lyndale Avenue South, Minneapolis, Minnesota 55408 ($0.50).

Descriptors: learning disabilities; minimally brain injured; neurologically handicapped; neurology; emotionally disturbed; medical evaluation; psychophysiology; clinical diagnosis; biological influences; behavior

The practical booklet for parents and school personnel discusses brain injury--definition, diagnostic procedures, difficulty of diagnosis, why emotional disturbances frequently result, specific handicaps, and treatment. It is explained that the minimally brain injured child will likely suffer more from psychological disturbance due to lack of understanding of his handicap than from the handicap itself. Although the physical disturbance generally cannot be remedied, it is suggested that the brain may be able to compensate for injuries, and the psychological disturbances of behavior and personality can be treated. Two case histories are summarized. (JM)

ABSTRACT 22966

EC 02 2966 ED N.A.
Publ. Date 48 9p.
Langford, William S.
Physical Illness and Convalescence: Their Meaning to the Child.
EDRS not available
Journal Of Pediatrics; V33 P242-50 1948

Descriptors: hospitalized children; childhood attitudes; reactive behavior; child psychology; anxiety; physicians; parent role; staff role; pediatrics

Regressive, rebellious, and hypochondriacal, and dependency reactions of children to their hospitalization are described with emphasis placed upon the role played by the parents' and children's reactions and interactions, parental preparation of the child for hospitalization, the child's anxiety with regard to the cause of the illness and guilt over supposed responsibility for it, and the child's fear that his illness is a punishment (according to one study cited). In addition, constructive reactions to hospitalization are discussed, in which the role of the parent, teacher, occupational therapist, and physician, as well as play therapy, are described. Specific examples of the various maladaptive reactions are included, and specific suggestions are offered to the physician for prevention or amelioration of such reactions. (BG)

ABSTRACT 23019

EC 02 3019 ED N.A.
Publ. Date 61 40p.
Shere, Marie Orr
Speech and Language Training for the Cerebral Palsied Child at Home.
EDRS not available
Interstate Printers And Publishers, 19-27 North Jackson Street, Danville, Illinois ($1.00).

Descriptors: exceptional child education; cerebral palsy; speech handicaps; speech therapy; speech instruction; parent participation; teaching techniques; home instruction

Written for parents of cerebral palsied children, the booklet suggests ways in which they may work with the child's speech when a qualified teacher is not available. Relaxation is emphasized, both in the home atmosphere and with specific exercises. The importance of speech related activities (chewing, sucking, and swallowing), motivating the child to talk, and general speech improvement are explored, including specific suggestions for working with cerebral palsied children. Mouth exercises, books, stories, toys, and good speech models are recommended among other things. When speech development is delayed, the booklet recommends that the parent take the child to a clinic for evaluation. General instructions for giving lessons stress pleasant surroundings and a regular schedule. Specific games and seasonal activities are listed. Appendixes contain a speech evaluation form, suggested physical exercises (for relaxation, breathing, coordination), reprints of pertinent articles by the author, additional lesson material, and rules for therapy. (JB)

ABSTRACT 23142

EC 02 3142 ED N.A.
Publ. Date 63 57p.
Robbins, Nan
Speech Beginnings for the Deaf-Blind Child: A Guide for Parents.
EDRS not available
Perkins School For The Blind, Watertown, Massachusetts 02172 ($2.00).

Descriptors: exceptional child education; multiply handicapped; language development; deaf blind; oral communication; speech instruction; parent participation; guidelines; learning processes; teaching techniques; behavior; social development; lipreading

Designed for parents of deaf-blind children, the booklet discusses processes by which children learn to speak and the relationships between communication and physical, mental, and social growth. Speech development in normal children is compared with that of deaf-blind children. Specific areas are outlined in which parents may assist their deaf-blind children in attaining speech readiness. Social development and life experiences are emphasized. The necessity for helping the child become independent is

discussed with regard to eating, dressing, washing and toileting, getting about, and playing with others. These experiences are related to the steps in learning speech: awareness, non-verbal communication, understanding speech, speech. Parental attitudes and activities are discussed, with recommendations for maintaining healthy relationships with the child. (JB)

ABSTRACT 23189

EC 02 3189 ED N.A.
Publ. Date 67 10p.
Kratoville, Betty Lou
Happiness Is a Thing Called Learning.
EDRS not available
Texas Association For Children With Learning Disabilities, P. O. Box 57067, Webster, Texas 77598.

Descriptors: exceptional child education; learning disabilities; case studies (education); biographies; individual instruction; individualized programs; parent participation; psychomotor skills; individual development; perceptual motor coordination

A mother's account reveals the frustrations felt in raising a brain damaged son. The child was initially diagnosed as severely retarded with the advice to place him in an institution. The narrative account tells of her decision to raise him in the family with the ensuing discovery and implementation of Kephart's educational program and Doman and Delacato's patterning exercises. The case illustrates the growth and development of the child with the result that he is now functioning, at age 8, at the third grade level in a learning disabilities class, plays imaginatively, has greatly expanded attention span and is aware of his world. (WW)

ABSTRACT 23190

EC 02 3190 ED N.A.
Publ. Date 69 3p.
Vernon, McCay
Suggestions for Parents of Deaf Children.
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS not available
RD-2407-S
Companion; V94 N5 P1-3 Mar 1969
Reprinted From The Deaf American, V20 N10 June 1968.

Descriptors: exceptional child education; aurally handicapped; child rearing; parent attitudes; communication (thought transfer); family school relationship

Three aspects of rearing a deaf child are considered: communication, parent-school-child interaction, and the deaf child's future. It is suggested that parents need to determine objectively if they are really communicating with their child both as to subject matter and as to method of language (oral or manual). The combined oral-manual method is recommended from the start for deaf infants. Why some parents fail to face up to the communication problem is discussed (misinformation and emotional problems). The section on parent-school-child relationship stresses that even while parents are objectively critical of the school, the parents and school should work together, never depreciate one another in front of the child, and cooperate in matters of discipline. Specific suggestions for parents are given. It is also suggested that parents should start early to evaluate their child academically and vocationally. Plans can then be made according to opportunities available and the type of school program received by the child. (GD)

ABSTRACT 23313

EC 02 3313 ED N.A.
Publ. Date 70 3p.
McDermott, Elisabeth F.
Your Child's First Teachers.
EDRS not available
Volta Review; V72 N7 P425-7 Oct 1970

Descriptors: exceptional child education; aurally handicapped; parent education; parent responsibility; parent child relationship; preschool learning; family influence

Advice is given to parents of preschool deaf children to guide them in helping their child make the best progress possible. Emphasized is the child's need to feel a part of a normal family life and not be treated differently than other siblings. Suggestions for planning worthwhile family outings are made, and for how to make all situations a sharing-of-information kind of learning situation. (KW)

ABSTRACT 23314

EC 02 3314 ED N.A.
Publ. Date 70 7p.
McAree, Ruth
What Price Parenthood?
EDRS not available
Volta Review; V72 N7 P431-7 Oct 1970

Descriptors: aurally handicapped; parent role; parent attitudes; parent child relationship; family problems; deaf

Speaking as a mother, the author cites some of the problems faced by the family of a deaf child. These include feelings of vulnerability, guilt, and tenseness. Advocated are the clarification of the roles of specialists, teachers, and parents, and the involvement of parents in all aspects of the education of their children. (Author/KW)

ABSTRACT 23468

EC 02 3468 ED 041 429
Publ. Date Dec 69 10p.
Connelly, Winnifred
Visually Handicappped Children--Birth to Three Years.
Michigan University Medical Center, Ann Arbor, Child Development Project
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; early childhood; child development; parent child relationship; blind; infants; learning activities

The early development of visually handicapped children, from birth to age 3, is discussed. The mother's role following diagnosis is stressed, with attention to providing love, and an invironment for learning, manipulative and motor activities, and nutrition. (JD)

AUTHOR INDEX

Attwell, Arthur A 11696.
Ayrault, Evelyn West 10873.
Battin, R Ray 21472.
Beck, Joan 11592.
Bergler, Edmund 21655.
Bienvenu, Millard, Sr 11935.
Brinning, Dorothy And Others 22734.
Bryant, John E 22672.
Buck, Pearl S 20610.
Carlson, Bernice Wells 10570.
Carson, Ruth 20503.
Connelly, Winnifred 23468.
Craft, Michael 21940.
Cruickshank, William M 10240.
Damon, Alice A 10167.
DeHaan, Robert F. 10508.
DesLauriers, Austin M 11526.
Dittmann, Laura L 10131.
Durr, William K 20750.
Egg, Maria 11284, 20609, 22218.
Ellingson, Careth 10250.
Everitt, Clarence J 11977.
Fine, Benjamin 20902.
Finnie, Nancie R 22230.
Flowers, Ann M 21908.
French, Edward L 10759.
Giangreco, C Joseph 22841.
Ginglend, David R 10359.
Golick, Margaret 20050.
Gordon, Sol 10297, 10374, 11513.
Hanvik, Leo J 22920.
Harris, Grace 10084, 11371.
Hart, Jane 11247.
Hayes, Dorothy M 11891.
Heard, J Norman 10193.
Helsel, Elsie D, Ed 11385.
Hill, Margaret 20567.
Irwin, Ruth Beckey 11064.
Kirk, Samuel A And Others 21739.
Kratoville, Betty Lou 23189.
Kronic, Doreen 21210.
Kvaraceus, William C 20871.
Langford, William S 22966.
Larsen, Lawrence A 20864.
Lewis, Richard S And Others 21525.
Love, Harold D 22198.
Love, Harold D, Ed 10809.
Lowenfeld, Berthold 10053.
Lukens, Kathleen 22141.
McAree, Ruth 23314.
McCurdy, Harold Grier, Ed 20419.
McDermott, Elisabeth F 23313.
Molloy, Julia S 20804.
Murphy, John F 22252.
Murray, Dorothy Garst 20767.
Myklebust, Helmer R 22470.
Palmer, Charles E 12030.
Pattullo, Ann 21982.
Pennington, R Corbin 11380, 20464.
Robbins, Nan 23142.
Sayre, Joan M 11901.
Seagoe, May V 11262.
Semple, Jean E 22469.
Shere, Marie Orr 23019.
Sklar, Maurice 20968.
Smith, Bert Kruger 10076, 11384.
Spencer, Marietta B 22608.
Spock, Benjamin 21173.
Swinyard, Chester A 21017.
Timberg, Eleanor Ernst, Comp 20483.
Underwood, Rosemary 22461.
Valette, Robert E 20478.
Vernon, McCay 23190.
Viscardi, Henry, Jr 21523.
Wepman, Joseph M 22751.
Williams, Pat 22157.
Wilson, Dorothy Clarke 10990.

SUBJECT INDEX

Ability Grouping 20750.
Ability Identification 20750.
Academic Achievement 10990, 11977.
Acceleration 20750.
Achievement 10990, 11262, 20902.
Adjustment Problems 20767.
Adjustment (To Environment) 10084, 11380, 20478, 20902, 21523, 22608.
Administration 10297, 20750.
Administrative Organization 20750.
Adolescence 21982, 22218.
Adolescents 10053, 10131, 10297, 10374, 10493, 10508, 10570, 11513, 20483.
Adopted Children 10990.
Adults 10493, 11262.
Agencies 10809.
Allergy 20503.
Amputees 10990.
Anatomy 10493.
Annotated Bibliographies 20483.
Anxiety 21655, 22966.
Aphasia 11384, 22141.
Art 11284.
Articulation (Speech) 11064, 12030.
Asthma 20503.
Audiovisual Instruction 10240.
Audition (Physiology) 12030, 22543.
Auditory Perception 20050.
Auditory Training 10084, 11371, 11891, 21472, 22469.
Aurally Handicapped 10084, 11371, 11891, 11901, 12030, 20864, 20871, 21472, 21940, 22157, 22198, 22469-22470, 22543, 22841, 23190, 23313-23314.
Autism 11526.
Autobiographies 21523.
Behavior 10240, 10250, 10873, 20478, 20902, 21525, 21793, 22920, 23142.
Behavior Change 11247, 20478, 20864.
Behavior Patterns 20902, 20968.
Behavior Problems 10374, 10727, 10873, 11247, 20527, 21739.
Behavior Rating Scales 20864.
Biographies 10990, 11262, 20419, 20483, 20767, 23189.
Biological Influences 22920.
Blind 10053, 22608, 23468.
Camping 10297.
Case Studies 21655.
Case Studies (Education) 10193, 10250, 10873, 11247, 11262, 11384, 11526, 23189.
Cerebral Palsy 11064, 11385, 20871, 22230, 23019.
Child Care 10167, 20479, 22230, 22839.
Child Care Centers 10076.
Child Development 10076, 10131, 10167, 10759, 11064, 11247, 11262, 11526, 20478, 20483, 20767, 21655, 21739, 22608, 22841, 23189, 23468.
Child Psychology 22966.
Child Rearing 10053, 10131, 10167, 10374, 10508, 10727, 10759, 10873, 11384, 11592, 11696, 20239, 20478, 20609, 20871, 21210, 21655, 21739, 22470, 22608, 23190.
Childhood 10131, 11262, 23468.
Childhood Attitudes 22966.
Childhood Needs 10131, 10193, 22470, 22608.
Cleft Palate 11064.
Clergymen 10990.
Clinical Diagnosis 10240, 10250, 10493, 10727, 11247, 11384, 11526, 11696, 22672, 22920.
Clinics 11384.
Cognitive Development 22751.
Cognitive Processes 21525.
College Preparation 10508.
Communication Problems 11526.
Communication Skills 22470.
Communication (Thought Transfer) 23190.
Community Programs 21739.
Community Resources 10508.
Community Role 10493, 10570, 10809, 20750.
Contraception 11513, 21982.
Counseling 10297, 10508, 20478, 20750, 21523.
Creativity 11592, 20419, 20750.
Curriculum 10359, 11284.
Curriculum Guides 22734.
Custodial Mentally Handicapped 10493, 10752, 20864.
Dance 10359.
Dating (Social) 21982.
Day Schools 10297, 11284.
Deaf 10084, 11371, 11891, 12030, 21940, 23314.
Deaf Blind 23142.
Diabetes 22141.
Diagnostic Tests 10250.
Directories 10250, 10873, 20483.
Disadvantaged Youth 10752.
Discipline 22469.
Discriminatory Attitudes (Social) 21523.
Diseases 20871.
Dyslexia 10250, 11384.
Early Childhood Education 10053, 10084, 11592, 20567, 22841, 23313.
Eating Habits 10167, 20609.
Educable Mentally Handicapped 10359, 10493, 10752, 11977, 20567, 21982.
Educational Diagnosis 10240, 10727, 22751.
Educational Methods 20902, 22841.
Educational Needs 10240, 10727, 11384, 11935, 20567, 21173, 21525, 22751.
Educational Objectives 10250.
Educational Planning 11384, 11935, 20527, 22841.
Educational Programs 11384, 11696, 11977, 20871, 21173.
Elementary Education 10053.
Emotional Adjustment 10809, 11064, 20479, 20767, 20871, 22218.
Emotional Development 10759, 20503.
Emotional Problems 22157.

Emotionally Disturbed 10076, 20871, 21655, 21940, 22198, 22461, 22751, 22920.
Employer Attitudes 10990, 21523.
Employment 10990.
Employment Opportunities 10193, 21173, 21523.
Enrichment 20750.
Environmental Influences 10240, 11592, 20478, 20902, 20968.
Epilepsy 20871.
Etiology 10076, 10240, 10493, 10727, 10752, 10759, 10809, 11247, 11380, 11696, 20464, 20527, 20902, 20968, 21017.
Exceptional Child Education 10053, 10076, 10084, 10131, 10167, 10193, 10240, 10250, 10297, 10359, 10374, 10493, 10508, 10570, 10752, 10759, 10809, 10873, 10990, 11064, 11247, 11262, 11284, 11371, 11380, 11513, 11696, 11891, 11901, 11935, 11977, 12030, 20050, 20239, 20464, 20478, 20567, 20609-20610, 20750, 20804, 20864, 20902, 20968, 21210, 21472, 21525, 21908, 21940, 21982, 22198, 22218, 22461, 22469, 22543, 22608, 22672, 22734, 22751, 22841, 23019, 23142, 23189-23190, 23313, 23468.
Exceptional Child Research 11526.
Exceptional Child Services 10727, 11384-11385, 20479, 20483, 20503, 20527, 20767, 20871, 21017, 21739, 22157, 22230.
Facilities 11696.
Family Attitudes 11262, 20464, 22141.
Family Characteristics 10250, 21523.
Family Environment 10193, 11262, 20483.
Family Influence 20464, 20609, 23313.
Family Problems 10193, 10727, 11384-11385, 11977, 20610, 20767, 20871, 21173, 23314.
Family Role 10193, 10990, 20610.
Family (Sociological Unit) 10053, 10076, 10131, 10193, 10374, 10493, 10508, 10570, 10759, 10873, 10990, 11262, 11284, 11696, 11935, 20419, 20464, 20902, 22141, 22218.
Fathers 11262.
Fear 21655.
Females 21982.
Financial Support 11385.
Games 10297, 10570, 11891, 20050.
Gifted 10508, 11592, 20419, 20750, 22198.
Guidelines 10873, 23142.
Habit Formation 10167.
Handicapped 10167.
Handicapped Children 10167, 10873, 11513, 20871, 21173, 21940, 22198, 22751.
Handicrafts 10570.
Hard Of Hearing 11064, 11371, 12030.
Hawthorne Center 10076.
Health 10131, 11592, 21017.
Health Education 11513.
Hearing Aids 11371, 11891, 22469.
Hearing Loss 22543.
Heredity 11380.
Historical Reviews 22841.
Hobbies 10570.
Home Economics 20050.
Home Instruction 20567, 20804, 21472, 23019.
Homebound 22839.
Hospital Schools 10076.
Hospitalized Children 22966.
Hostility 21655.
Hygiene 21982.
Identification 10727, 10809, 11371, 11526, 11901, 11935, 12030, 20527, 20750.
Imagination 20419.
Imitation 20464.
Incidence 10727, 20503, 22198, 22218.
Individual Characteristics 10240, 10508, 10759, 11247, 11284, 11380, 11977, 20239, 20479, 20610, 20750.
Individualized Instruction 23189.
Infancy 10053, 10167, 11371, 11592, 23468.
Infectious Diseases 11592.
Institutionalized (Persons) 11262, 20767.
Instructional Materials 10053, 10240, 10359, 10873, 11513, 20567, 20804, 20864, 20902.
Insurance Programs 11385, 20483.
Intellectual Development 10759, 11380, 11592.
Intelligence Quotient 11696.
Intelligence Tests 10250.
Interdisciplinary Approach 11977.
Interpersonal Competence 20609, 21210.
Kindergarten 10053.
Language Ability 11262.
Language Arts 11284.
Language Development 10084, 10240, 11371, 11526, 12030, 20804, 20968, 21472, 21525, 21739, 21940, 22252, 22469, 22543, 22672, 23142.
Language Handicapped 20968, 21472, 22543.
Language Handicaps 10727.
Language Instruction 10084.
Learning Activities 10084, 10131, 10240, 11247, 20050, 21210, 21908, 22734, 23468.
Learning Characteristics 11247, 11935, 20567, 20750.
Learning Difficulties 10374, 22751.
Learning Disabilities 10240, 10250, 10297, 10374, 10727, 11247, 11384, 20050, 21210, 21525, 21908, 22252, 22461, 22734, 22920, 23189.
Learning Processes 20864, 23142.
Legislation 11384.
Leisure Time 22218.
Lesson Plans 10084.
Levinson Research Foundation 10493.
Lipreading 10084, 11891, 23142.
Listening Skills 11891, 20804.
Literature 20419.
Marital Instability 21655.
Marriage 21982, 22218.
Mathematics 11284.
Medical Evaluation 10493, 20503, 21017, 22920.
Medical Services 21173.
Medical Treatment 10076, 10240, 10493, 10727, 20503, 20871, 21017, 21523.
Memory 21472.
Mental Health 10076.
Mental Retardation 10493, 10809, 10873, 20483, 20610, 21739.
Mentally Handicapped 10131, 10193, 10359, 10493, 10570, 10752, 10759, 10809, 10873, 11262, 11284, 11696, 11977, 20483, 20567, 20609-20610, 20767, 20804, 20864, 20871, 21739, 21940, 21982, 22198, 22218.
Minimally Brain Injured 10240, 10250, 10297, 10374, 10727, 11247, 11384, 20527, 21525, 21940, 22461, 22920.
Mongolism 10752, 11262, 20804, 21940, 22141.
Montessori Method 11592.
Motivation 20750, 20902, 21472.
Motor Development 22230, 22734.
Movigenics 11247.
Multiply Handicapped 20483, 21940, 23142.
Muscular Dystrophy 20479.
Music 10359, 10570, 11284.
National Organizations 10193, 10990.
Negative Reinforcement 20864.
Neurologically Handicapped 10250, 10374, 11384-11385, 20527, 22920.
Neurology 11526, 22920.
Neurosis 21655.
Neurotic Children 21655.
Nursing 22839.
Nursing Homes 10990.
Nutrition 10167.
Occupations 10752.
Older Adults 10990.
Operant Conditioning 11526, 20864.
Ophthalmology 10297.
Oral Communication 11371, 23142.
Parent Associations 10193, 11696.
Parent Attitudes 10053, 10193, 10297, 10493, 10727, 10759, 10809, 10873, 11284, 11935, 11977, 20609-20610, 20871, 20902, 21210, 22157, 22198, 22461, 22470, 22751, 23190, 23314.
Parent Child Relationship 10076, 10084, 10131, 10193, 10374, 10493, 10508, 10759, 11384, 11526, 20478, 20527, 20567, 20609-20610, 20767, 20902, 21173, 21210, 21525, 21655, 21739, 22157, 22470, 23313-23314, 23468.
Parent Counseling 10297, 10493, 11284, 11977, 20478, 20610, 20767, 21655, 21739, 22198, 22841.
Parent Education 10084, 10167, 10508, 10752, 11371, 11977, 20478, 21017, 21210, 21525, 21982, 22157, 22198, 22218, 22230, 22469-22470, 22672, 23313.
Parent Role 10053, 10076, 10084, 10131, 10167, 10193, 10240, 10493, 10508, 10759, 11247, 11371, 11380, 11513, 11526, 11592, 11891, 12030, 20050, 20239, 20478-20479, 20503, 20527, 20609, 20610, 20750, 20804, 20902, 20968, 21173, 21472, 21655, 21739, 21908, 21940, 22230, 22252, 22543, 22672, 22734, 22839, 22966, 23019, 23142, 23189, 23313-23314.
Parent School Relationship 10508, 11284, 23190.
Parental Aspiration 22470.
Parents 10131, 10167, 10493, 10873.
Pediatrics 22966.
Perception 11384, 21525, 22734.
Perceptual Development 10297.
Perceptual Motor Coordination 10297, 20050, 22734, 23189.
Perceptual Motor Learning 11247, 22751.
Perceptually Handicapped 10250, 11247, 22734.
Personal Adjustment 10131, 22157.
Personal Care Homes 11385.
Personality 11064.
Physical Activities 22230.
Physical Characteristics 11513.
Physical Development 22230.
Physical Education 10809.
Physical Therapy 21017, 21523.
Physically Handicapped 10873, 10990,

11385, 20479, 20871, 21017, 21173, 21523, 21940, 22141, 22198, 22230.
Physicians 22966.
Placement 11284.
Positive Reinforcement 11526, 20864.
Post Testing 20864.
Prenatal Influences 11592.
Preschool Children 10084, 11371, 11592, 20239, 20567, 20804, 20968, 22543, 22608.
Pretests 20864.
Prevention 10076, 10493, 10752.
Preventive Medicine 10809.
Primary Grades 10297.
Professional Personnel 21940.
Program Descriptions 10076, 10250, 10508, 20902.
Program Evaluation 10240.
Program Planning 10297, 10570.
Prostheses 21173.
Psychological Characteristics 21655, 22198.
Psychological Evaluation 10873, 11977.
Psychological Needs 22841.
Psychomotor Skills 10809, 11247, 22734, 23189.
Psychosomatic Diseases 20503.
Psychotherapy 10240, 21655.
Public Opinion 20767.
Public Support 10752.
Reactive Behavior 22966.
Readiness (Mental) 20464, 20567, 22751.
Reading 10250, 11592.
Reading Difficulty 10250, 11064.
Reading Readiness 10084.
Records (Forms) 10084.
Recreation 10131, 10297, 10570, 10727, 10809, 10873, 20483, 21173.
Recreational Programs 10297, 10570.
Rehabilitation 10076, 10990, 21173, 21523.
Reinforcement 11526, 20478, 20864.
Religious Education 11284.
Remedial Instruction 10250.
Research Projects 10727.
Research Reviews (Publications) 10809.
Residential Care 10076, 11385, 20610, 21739.
Residential Schools 10053, 11284.
Retarded Speech Development 11064, 20464, 20804, 20968, 21472, 21940.
Rewards 20864.
Rheumatic Fever 22839.
Rural Areas 10990.
Sands Point Country Day School 20902.
Self Actualization 11262.
Self Care Skills 10131, 10167, 10727, 10759, 20479, 20567, 20609, 20864, 21017, 21173, 21739, 21940, 21982, 22470.
Self Concept 11247, 11384, 20902, 22252.
Self Expression 11262.
Sensory Experience 10084.
Services 10076, 22470.
Sex (Characteristics) 11513.
Sex Differences 11513.
Sex Education 11513, 11696, 21173, 21982, 22218.
Sexuality 21655, 21982.
Sheltered Workshops 10193, 11696.
Singing 10359.
Skill Development 10131, 10167.
Skills 10167.
Slow Learners 11935.
Social Adjustment 11064, 21173.
Social Development 10053, 10570, 20609, 20804, 21739, 21982, 23142.
Social Integration 20609.
Social Problems 22841.
Social Services 11385.
Social Workers 20527.
Socialization 10297.
Sonia Shankman Orthogenic School 10076.
Space Orientation 10240, 11247.
Special Classes 10076, 10809.
Special Health Problems 20503, 20871, 22141, 22198, 22839.
Special Schools 10076, 11384, 21940.
Speech Evaluation 11064.
Speech Habits 11380.
Speech Handicapped 11064, 11380, 11901, 12030, 20464, 20804, 20968, 21472, 22543, 22672.
Speech Handicaps 11064, 23019.
Speech Improvement 11064, 11380, 20464, 20804, 22469, 22672, 22751.
Speech Pathology 11064.
Speech Skills 11064, 11696, 20609, 22543.
Speech Therapists 12030.
Speech Therapy 10084, 11064, 11380, 11891, 11901, 12030, 20464, 20804, 21472, 21940, 23019, 23142.
Spina Bifida 21017.
Staff Role 22966.
State Programs 10809, 10873.
Student Adjustment 10131.
Student Placement 10053.
Student Teacher Relationship 11384, 20902.
Stuttering 11064, 11380, 12030, 21940.
Summer Programs 10297.
Task Analysis 20864.
Teacher Attitudes 11935.
Teacher Role 11380, 20750.
Teachers 10809.
Teaching Guides 10084, 10359.
Teaching Methods 10240, 10250, 10727, 10809, 11247, 11262, 11284, 11371, 11592, 11891, 11901, 12030, 20050, 20567, 20609, 20804, 20864, 20968, 21472, 21940, 22734, 23019, 23142.
Testing 10250, 11247, 11526.
Therapeutic Environment 10076, 11526.
Toys 10131.
Trainable Mentally Handicapped 10359, 10493, 10752, 11977, 20864.
Training Techniques 20464, 20609.
Travel Training 22218.
Tutoring 11262.
Twins 21940.
Underachievers 20902.
Verbal Communication 20464.
Verbal Operant Conditioning 20864.
Visual Perception 20050.
Visual Stimuli 11891.
Visualization 21472.
Visually Handicapped 10053, 20239, 20864, 20871, 22198, 22608, 23468.
Vocational Education 10193, 22218.
Vocational Rehabilitation 21523.
Voice Disorders 12030.
Volunteers 10752.
Welfare Services 11385.
Withdrawal Tendencies (Psychology) 11526.
Writing Skills 20419.
Young Adults 10570, 11262, 20483, 22218.

20 CI